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ABSTRACT

Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized the administration of North Carolina-developed end-of-grade tests aligned with the state's "Standard Course of Study." These curriculum-based tests were administered to over 553,000 students in grades 3 through 8 at the end of the 1997-98 school year. Student performance in reading and mathematics has continued to improve. The Grade 3 Pretest is a reading and mathematics test administered at the beginning of third grade. End-of-course tests were developed for 5 high school subjects and administered to over 394,000 students during the 1997-98 school year. The North Carolina High School Comprehensive Test is a multiple-choice English language arts and mathematics test of competencies the typical student should master by the end of grade 10. High school results have tended to be more consistent than those for the elementary grades. Tables present results for each of these tests, providing information by grade, region, subject, gender, and student subgroups. An appendix contains a list of the state's 35 charter schools. (Contains 110 tables.) (SLD)

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1997-98

The North Carolina State Testing Results

"The Green Book"

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E. Brumback

Published March 1999

Multiple-Choice End-of-Grade and End-of-Course Tests Grade 3 Pretest and High School Comprehensive Test

TM029893

Reporting on the state and 117 public school systems and 35 charter schools

Public Schools of North Carolina
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State Board of Education
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Division of Accountability Services/Testing Section

The 1997-98 North Carolina

State Testing Results

Multiple-Choice
End-of-Grade and End-of-Course Tests
Grade 3 Pretest and
High School Comprehensive Test

March, 1999

Public Schools of North Carolina
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Executive Summary

The 1997-98 North Carolina Preliminary State Testing Results

End-of-Grade and End-of Course Multiple-Choice Tests

Background

- Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the *Standard Course of Study*. These curriculum-based tests were administered to over 553,000 students in grades 3 through 8 at the end of the 1997-98 school year.
- End-of-grade tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. Multiple choice tests were administered in Algebra I; English I; Biology; Economic, Legal and Political Systems (ELP); and U.S. History to over 394,000 students during the 1997-98 school year.
- Student performance in reading and mathematics has continued to improve in grades 3 through 8 when compared to benchmarks established the first year the end-of-grade tests were administered. Students continue to achieve at a higher rate than anticipated from initial results in 1992-93, and higher percentages of students in most grades and subjects are performing at Achievement Level III or above. Generally, fewer students are performing at the lowest level of achievement.
- Initially implemented during the 1996-97 school year, the Grade 3 Pretest is a multiple-choice reading and mathematics test administered to students upon entering third grade. These scores provide initial data which, when considered along with these students' end-of-grade performance at the end of the year, allows calculation of growth in grade 3. The test measures knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. Nearly 100,000 third graders took the pretest in 1997-98.
- The North Carolina High School Comprehensive Test is a multiple-choice test that assesses the English Language Arts and Mathematics competencies the typical student should master by the end of grade 10. The test measures student growth in reading and mathematics achievement since completing grade 8 and was initially administered to 74,000 grade 10 students in April 1998.

Grade 3 Pretest Findings

- Sixty-five percent of students entering third grade scored at or above Achievement Level III on reading while 71.5 percent scored at Achievement Level III or above on mathematics pretests. The proportion of students scoring at-or-above Achievement Level III on grade 3 reading pretest in 1997-98 is unchanged from 1996-97. The percent of students scoring at Achievement Level III or above on grade 3 mathematics pretest in 1997-98 increased 1.2 percentage points from 1996-97.
- Disparities in performance among subgroups were noted. In *reading*, the Black (50.3), Hispanic (51.6) and American Indian (51.8) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (67.6), Asian (73.2) and White (73.3) subgroups in these results. 1997-98 grade 3 pretest performance in *mathematics* shows similar disparities. The Black (56.1), American Indian (58.7) and Hispanic (59.4) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (72.5), White (79.6) and Asian (81.0) subgroups.

End-Of-Grade Findings

- Results from 1997-98 testing indicate the percentage of students in grades 3-8 performing at Achievement Level III and above in both reading and mathematics continues to grow, from 52.9 percent in 1992-93 to 66.3 percent in 1997-98.
- Mean scales scores for reading increased at least slightly from 1996-97 to 1997-98 at every grade level. Mean scale scores for mathematics increased somewhat at every grade level except grade 3 (a decrease of .5 points). On average, students are performing better on end-of-grade tests each year.
- A higher percentage of females (69.5) than males (63.2) scored at or above Achievement Level III on end-of-grade tests. This follows a consistent trend established with the 1992-93 administration of the tests.
- Disparities in performance among subgroups were noted. The Black (44.7), American Indian (50.4) and Hispanic (52.0) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (66.7), Asian (73.2) and White (76.7) subgroups.

High School Comprehensive Findings

- Results from 1997-98 NC High school Comprehensive Test indicate the percentage of students performing at Achievement Level III and above in reading is 55.6 while 54.9 percent scored at or above Achievement Level III in mathematics.
- More females (62% on reading; 57.1% on mathematics) than males (49% reading; 52.6% mathematics) scored at or above Achievement Level III on the NC High School Comprehensive Tests.
- Disparities in performance among subgroups were noted. In *reading*, the Black (34.8), American Indian (39.1) and Hispanic (45.0) subgroups had lower percentages performing at Achievement Level III or above than the Asian (59.6), White (64.5), and Multi-Racial (65.5) subgroups on this test. Performance in *mathematics* during the 1997-98 school year shows similar disparities. The Black (31.8), American Indian (34.7) and Hispanic (43.9) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (58.5), White (64.5) and Asian (73.3) subgroups.

End-Of-Course Findings

- The percent of students at each achievement level in each end-of-course test has remained consistent across years. Results from 1997-98 suggest this trend has been maintained.
- A higher percentage of females than males performed at Achievement Level III or above on Algebra I, ELP, and English I. More males than females scored at or above Achievement Level III on Biology and U.S. History end-of-course tests.
- Performance among subgroups varied while tending to be consistent across subjects. The Asian subgroup had highest performance only on Algebra I. On Biology, ELP, English I, and U.S. History, the White subgroup had the largest percentage scoring at Achievement Level III or above. On Algebra I, Biology, and ELP, the Hispanic, American Indian, and Black groups had the lowest percentages of students performing at or above Level III. The Hispanic group had somewhat better performance than the American Indian group, which in turn had somewhat better performance than the Black group. On English I and U.S. History, the Black group had somewhat better performance than the American Indian group.

Students with Limited English Proficiency

- Among students meeting the Limited English Proficiency requirement, the highest average performance was on Algebra I, with 62.0 percent scoring at Achievement Level III or above. U.S. History (27.3%), ELP (29.2%), Biology (24.9%), and English I (18.0%) saw lower percentages of these students scoring at Level III or above on end-of-course tests.

The 1997-98 North Carolina State Testing Results

End-of-Grade and End-of Course
Multiple-Choice Tests, Grade 3 Pretest, and
High School Comprehensive Test

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Introduction

The 1997-98 North Carolina State Testing Results document provides information on student performance at the state, regional, and school system levels on end-of-grade (grades 3-8 in reading and mathematics) multiple-choice tests and end-of-course (high school subjects) multiple-choice tests administered in 1997-98 as components of the North Carolina Testing Program. In addition, this document provides similar information for the NC Grade 3 Pretest in Reading and Mathematics and the NC High School Comprehensive Test in Reading and Mathematics. The figures, charts, graphs, and tables in this document were generated using student test data from the end-of-grade spring 1998 test administration; the end-of-course summer 1997, fall 1997, and spring 1998 test administrations; the fall 1997 administration of the grade 3 pretest; and the spring 1998 administration of the NC High School Comprehensive Test. These data were reconciled with school systems' test data through October 13, 1998 (the cutoff for 1997-98 school year reporting).

The general focus of the *State Testing Results* is on student performance on multiple-choice tests administered in 1997-98. However, many data are reported across years in order to show gains in student performance. High student performance is a key component of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

State and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data. Mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above in grades 3-8 or end-of-course are also presented. Information in this document may be used as a reference for school systems and schools interested in making similar comparisons, analyses, and reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for the grade 3 pretest, end-of-grade tests, end-of-course tests, and the high school comprehensive test. The state-level goal summary reports serve as a reference of student performance on the curriculum competencies across grades and subjects. These results represent average student performance on the curriculum competencies measured in the revised North Carolina *Standard Course of Study*. The frequency distributions provide state-level summary statistics for 1997-98.

End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first Algebra I administration. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELP); English I; English II; Geometry; Physical Science; Physics; and U.S. History. In 1995-96 under the ABCs plan, end-of-course tests were reduced to include only Algebra I, English I, Biology, ELP, and U.S. History (only results for these end-of-course tests are included in this document).

End-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 1997-98 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3 through 8.

Beginning this year, the NC High School Comprehensive Test results and Grade 3 Pretest results are included in the *State Testing Results*. 1997-98 was the first year the High School Comprehensive test was administered and the second year of Grade 3 Pretest administration.

The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from multiple-choice tests administered from 1993 to 1998 with a focus on results generated during the 1997-98 school year. As the public schools of North Carolina continue to implement the ABCs of public education, the *State Testing Results* documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student achievement in North Carolina.

Figure 1. 1996-97 to 1997-98 Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading Grade 3 Pretest

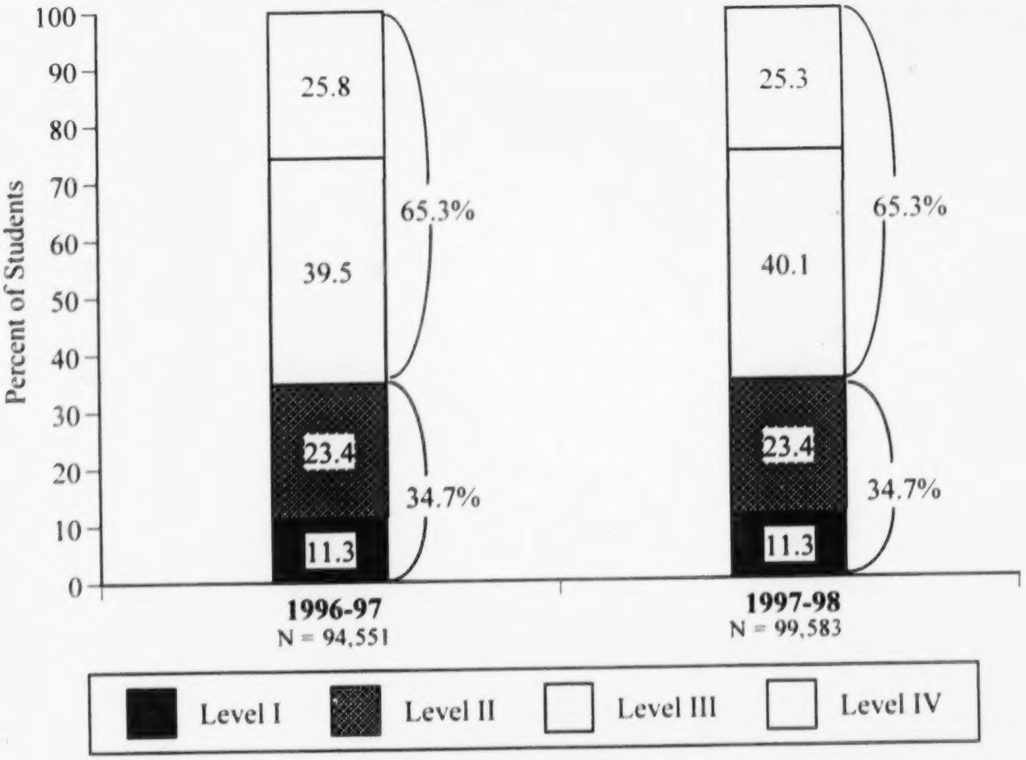
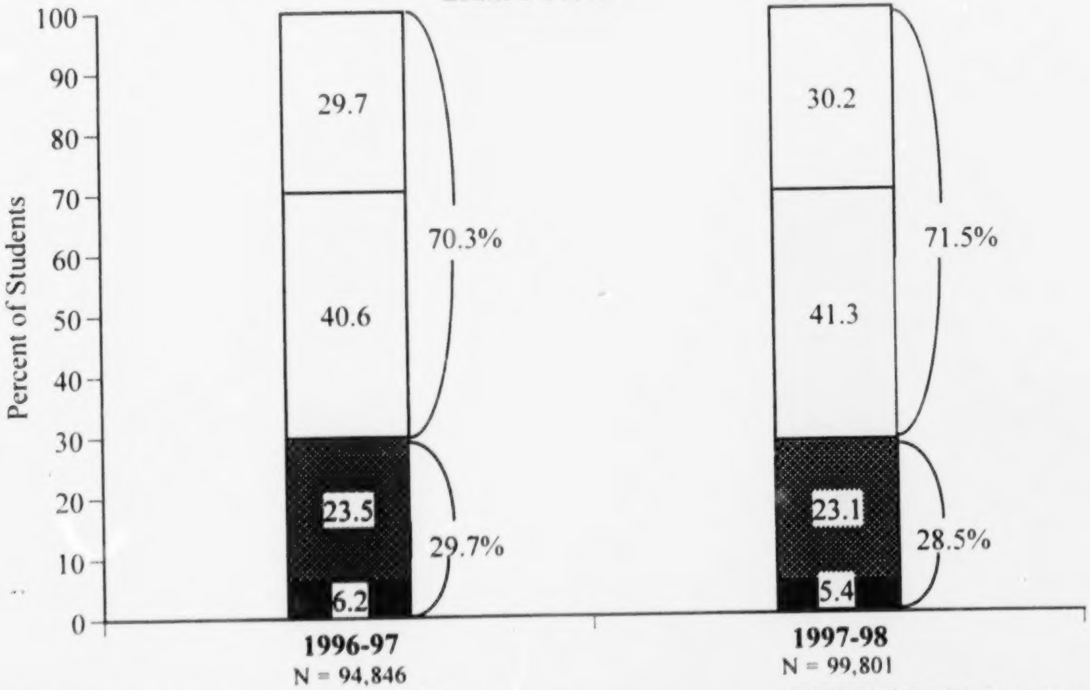


Figure 2. 1996-97 to 1997-98 Multiple-Choice Test Results Percent of Students at Each Achievement Level in Mathematics Grade 3 Pretest



Notes: Due to rounding, data for some years may not add to 100%.
All percents are calculated based on actual N-counts and are not summed.
Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 3. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading Across All Grades (3-8)

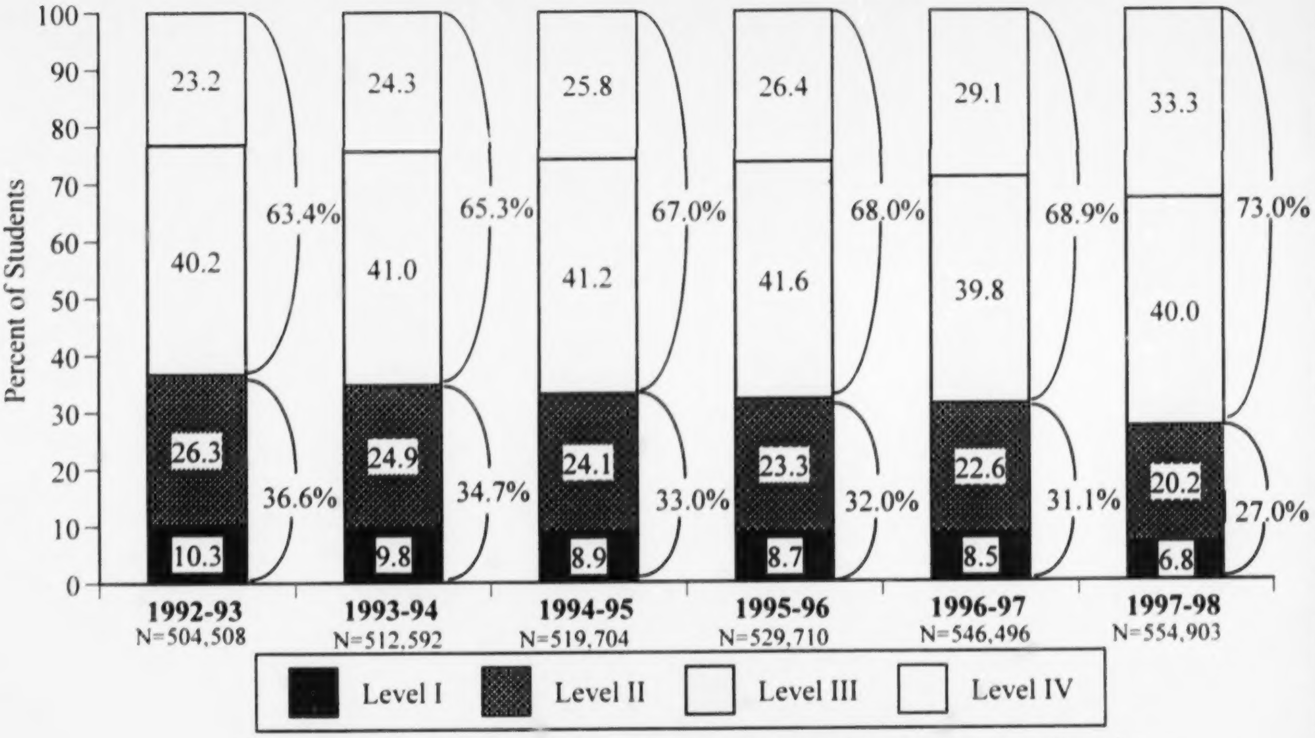
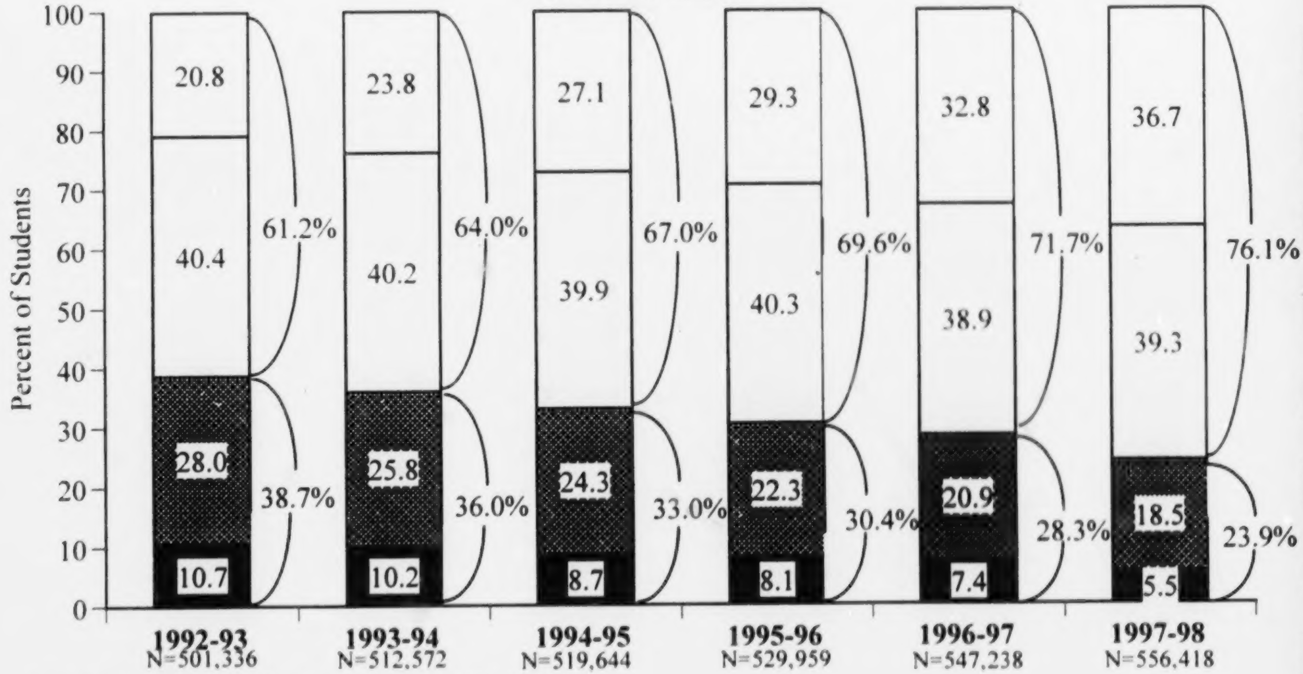


Figure 4. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Mathematics Across All Grades (3-8)



Notes: Due to rounding, data for some years may not add to 100%.
All percents are calculated based on actual N-counts and are not summed.
Data received from LEAs after October 13, 1998 are not included in these figures.

Figure 5. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Achievement Level III
Reading and Mathematics
Grades 3-8

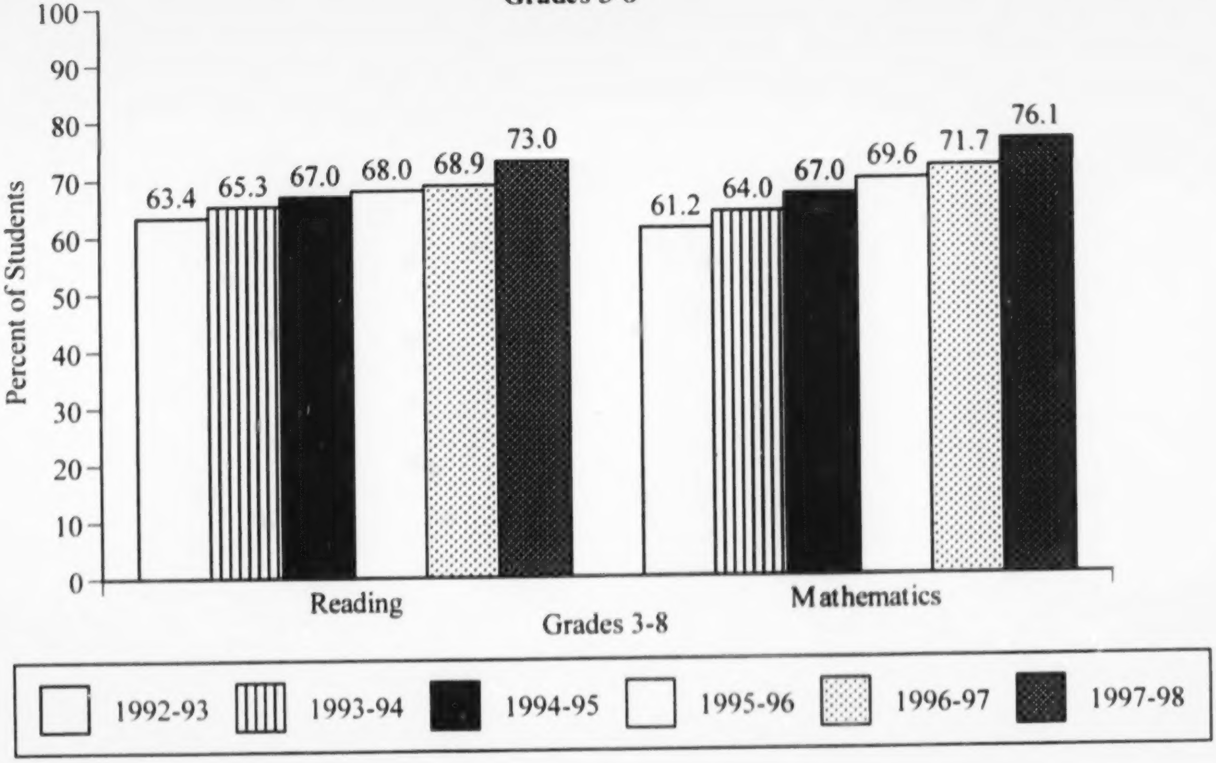
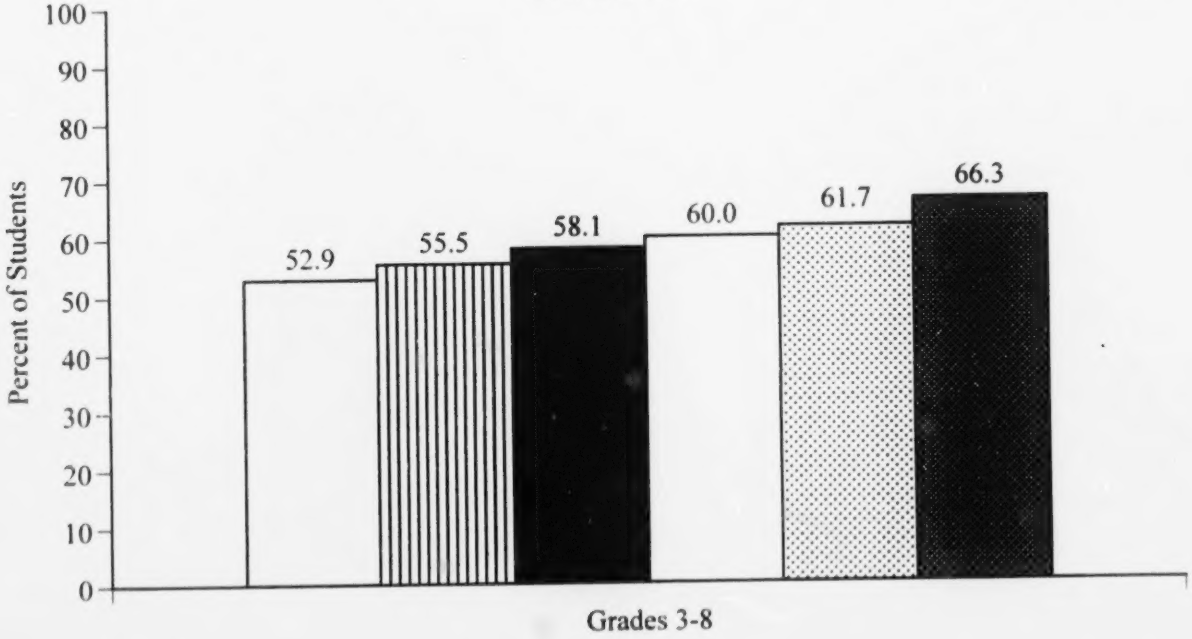


Figure 6. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8



Note: Data received from LEAs after October 13, 1998 are not included in these figures.

Figure 7. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8

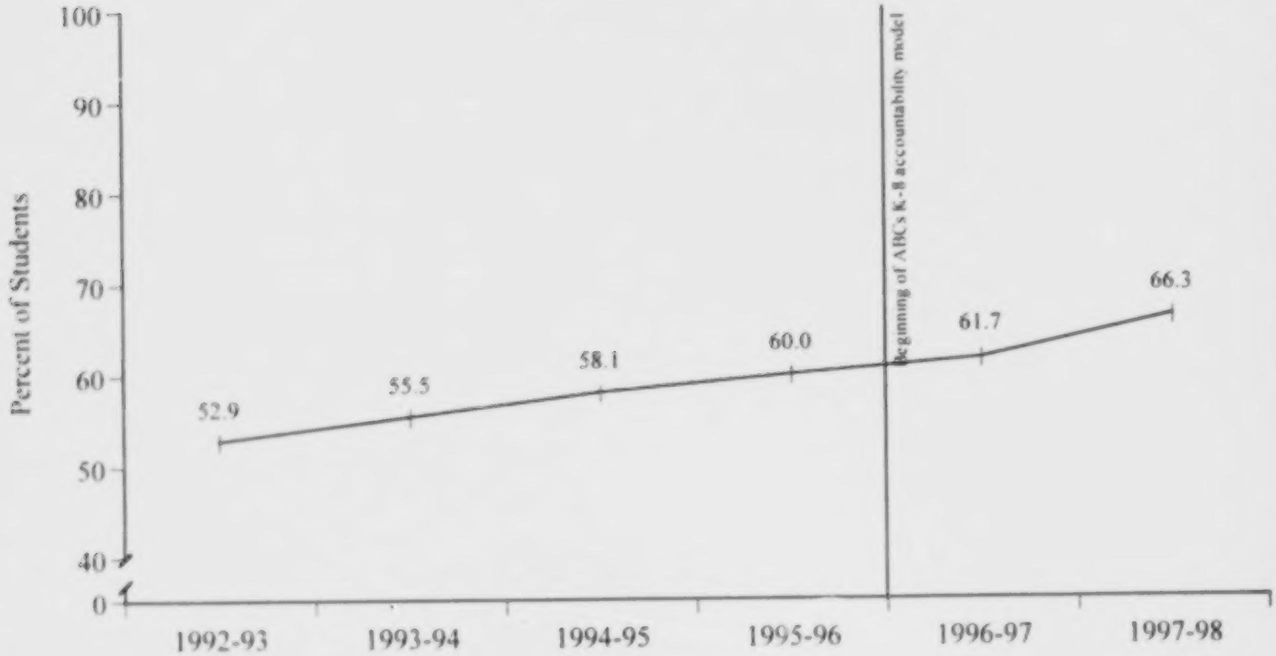
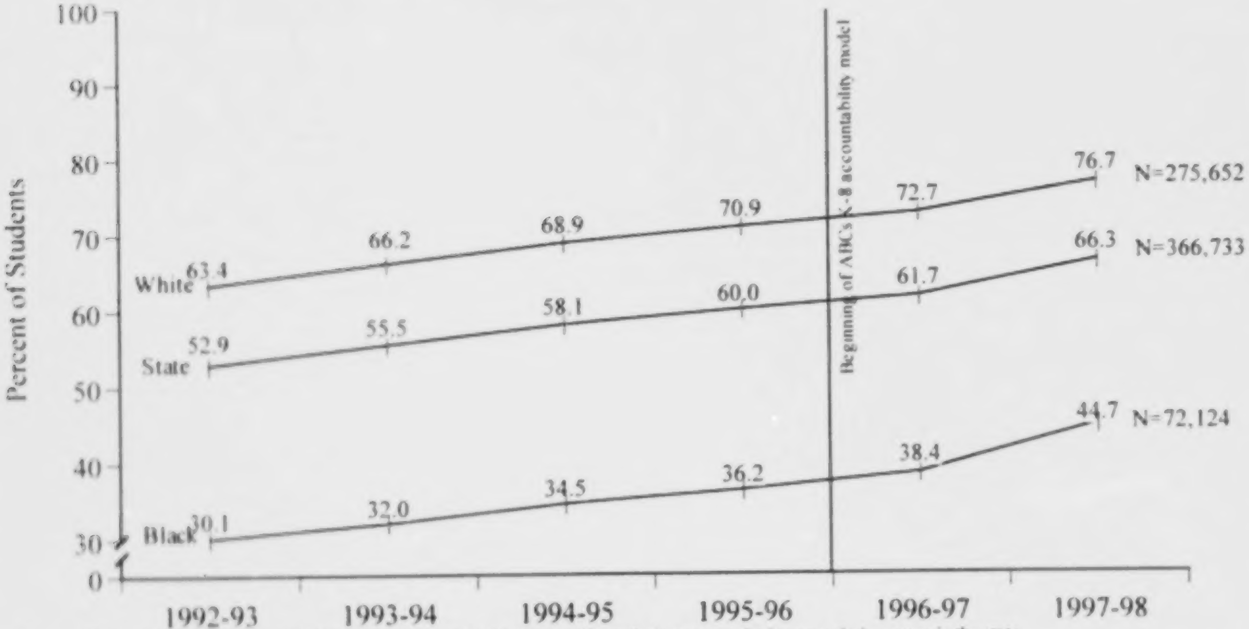
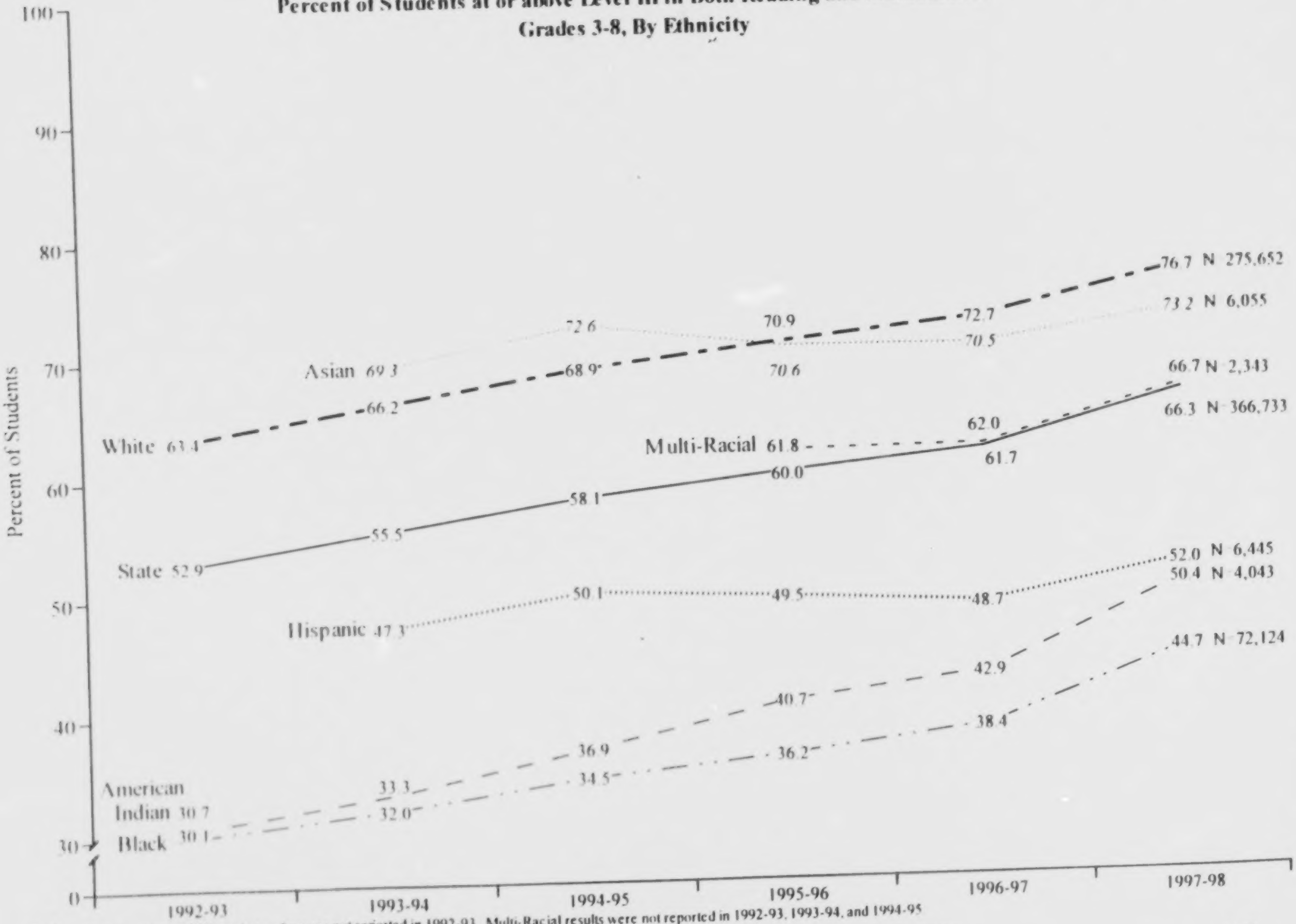


Figure 8. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8, for Black and White Students



Notes: The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
Data received from LEAs after October 13, 1998 are not included in these figures.
N counts equal the number of students at or above level III in both reading and mathematics for 1997-98. Previous years are comparable.

Figure 9. End-of-Grade Multiple-Choice Test Results, 1992-93 to 1997-98
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8, By Ethnicity



Notes: Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.
Data received from LEAs after October 13, 1998 are not included in this figure.
N counts equal the number of students at or above level III in both reading and mathematics for 1997-98. Previous years are comparable.

Figure 10. 1997-98 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Reading Scale Scores
Grades 3-8

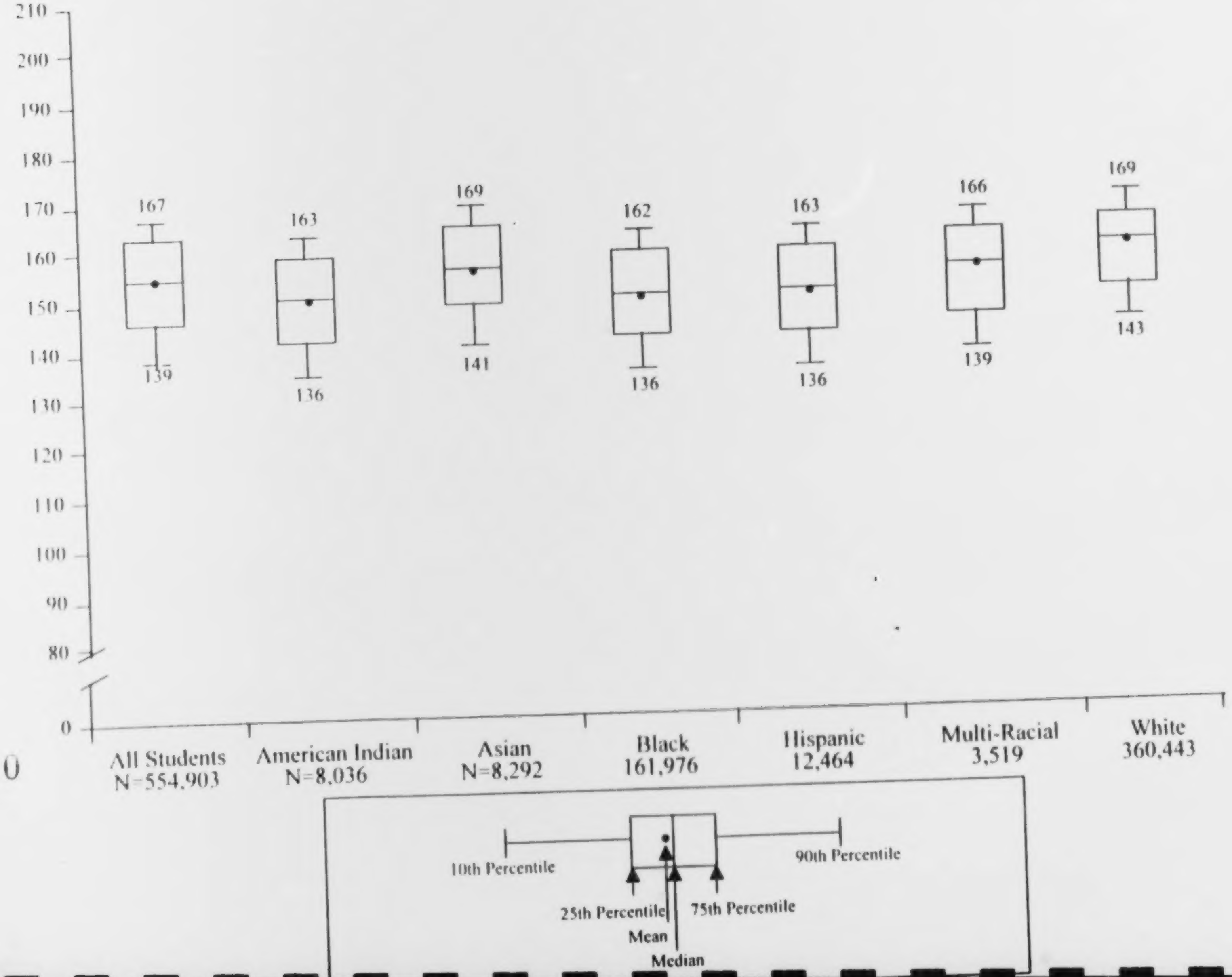


Figure 11. 1997-98 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Mathematics Scale Scores
Grades 3-8

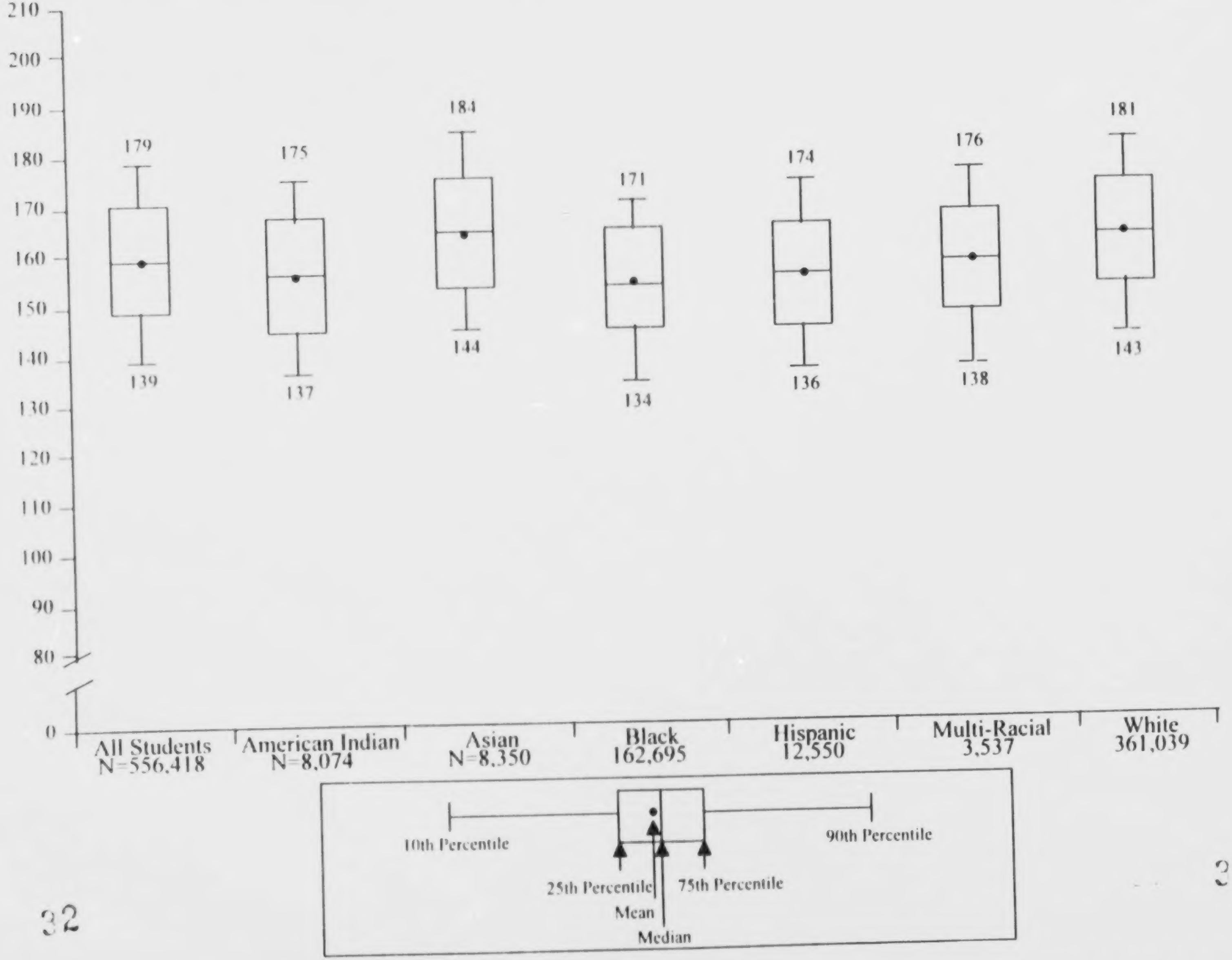
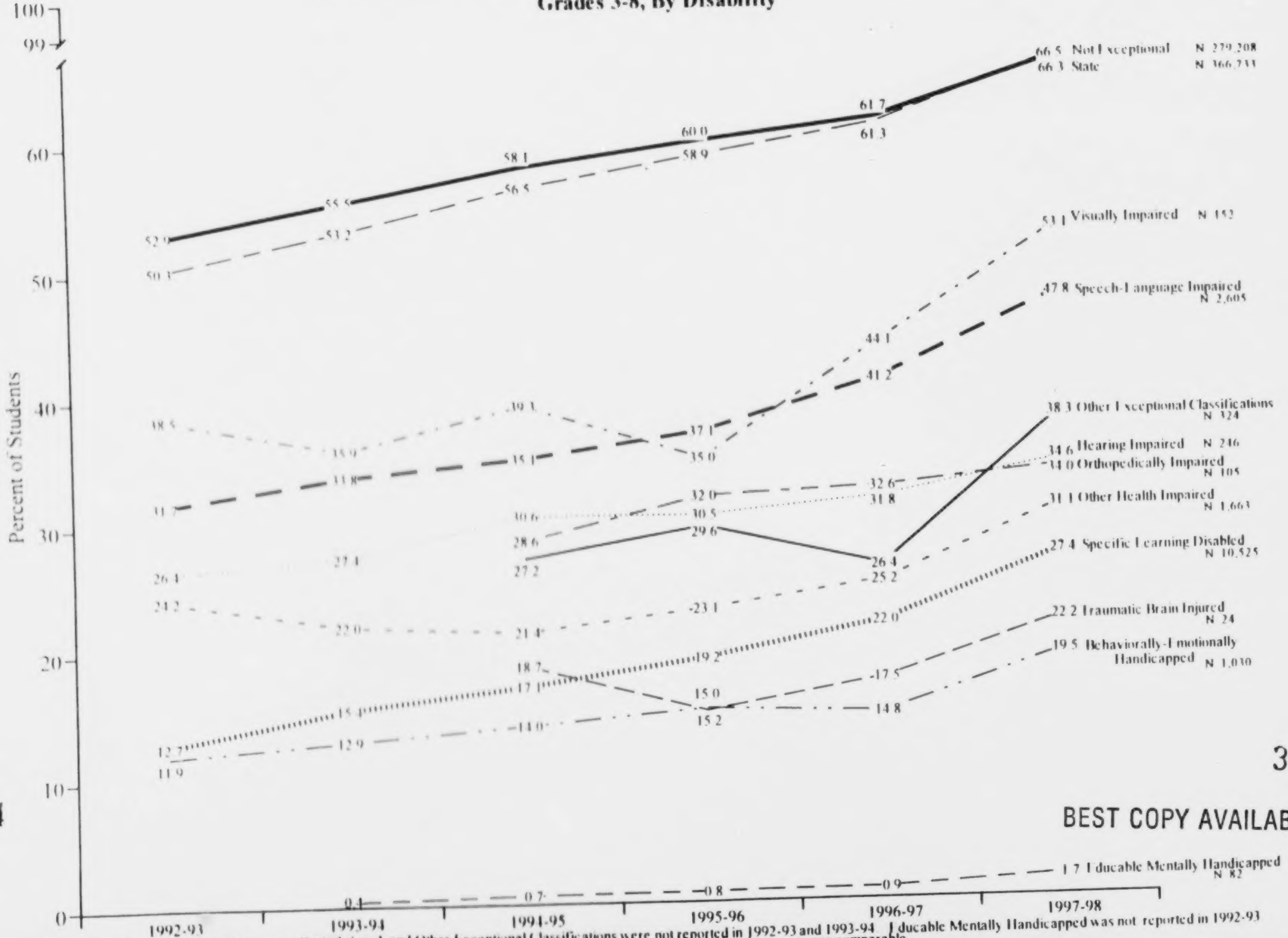
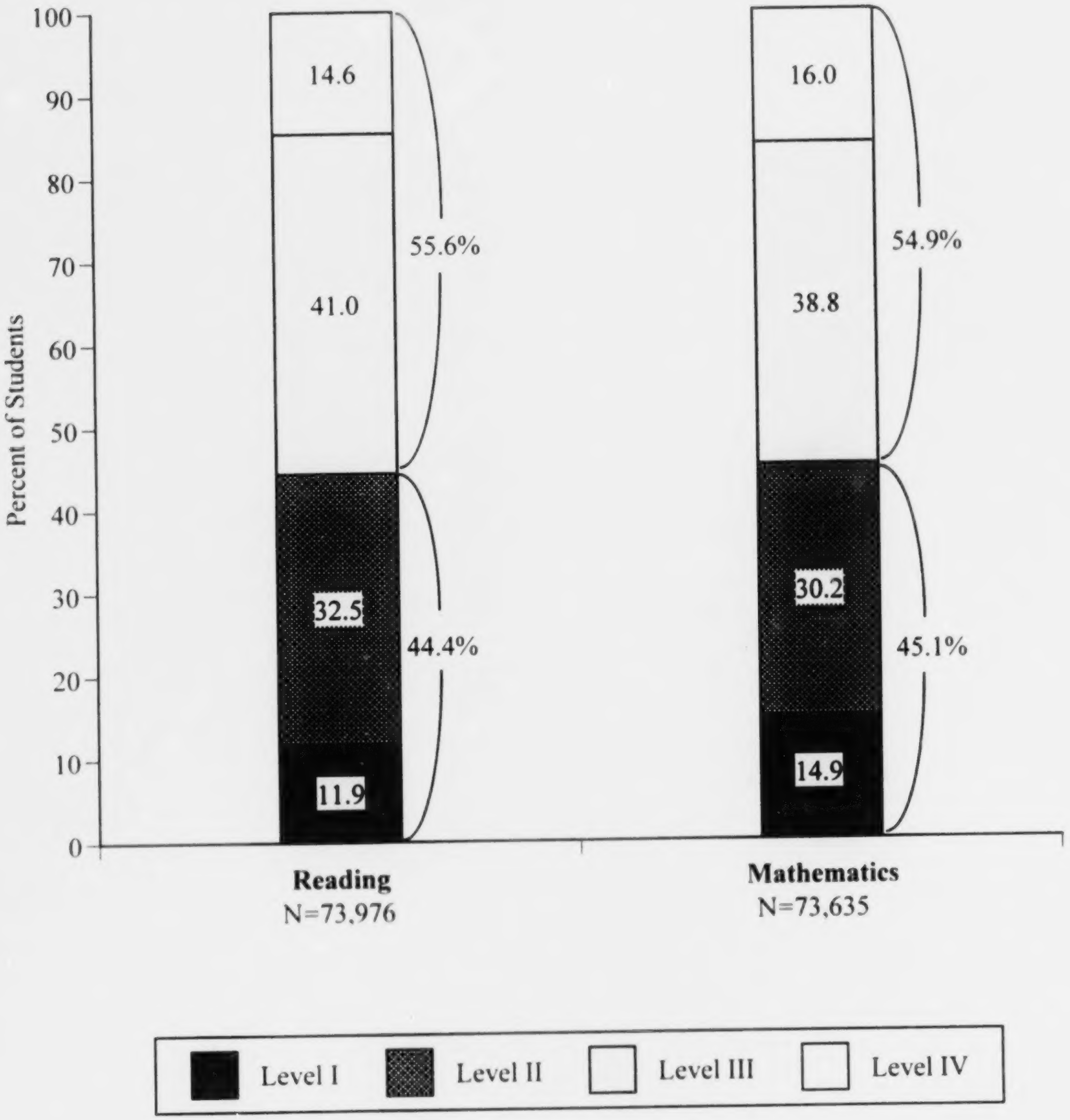


Figure 12. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results Percent of Students at or above Level III in Both Reading and Mathematics Grades 3-8, By Disability



Notes Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94. Educable Mentally Handicapped was not reported in 1992-93.
N equals the number of students at or above level III in both reading and mathematics for 1997-98. Previous years are comparable.

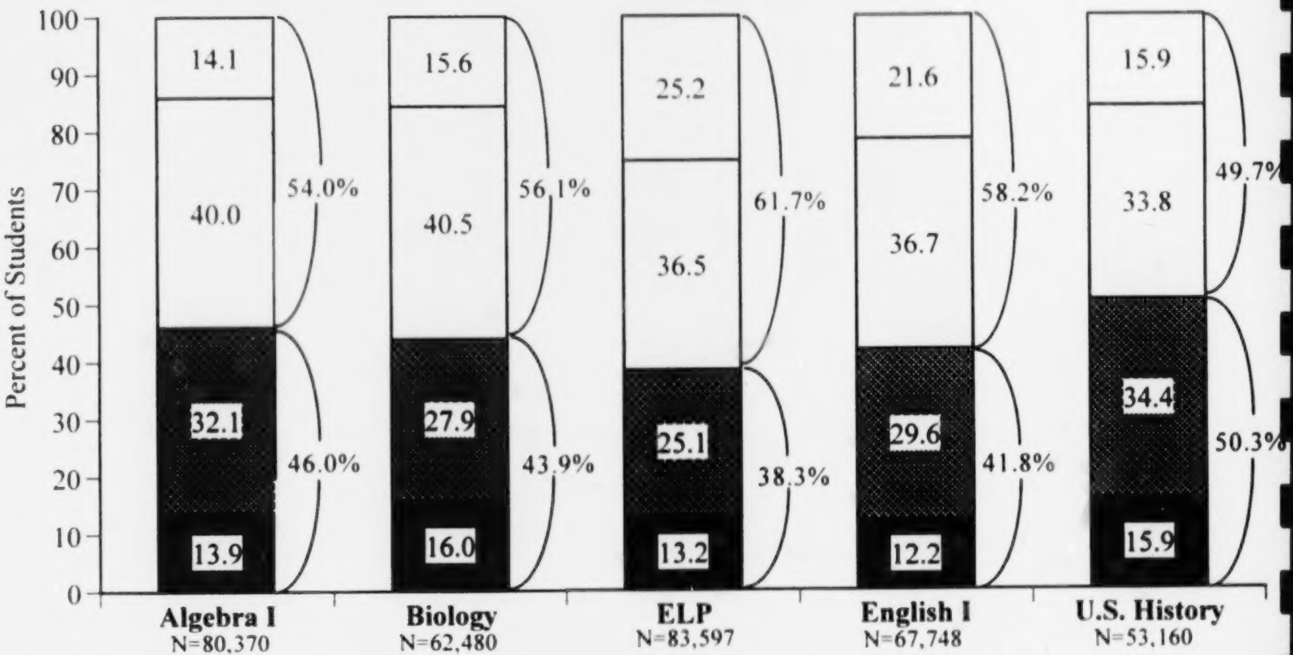
Figure 13. 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading and Mathematics
North Carolina High School Comprehensive Test



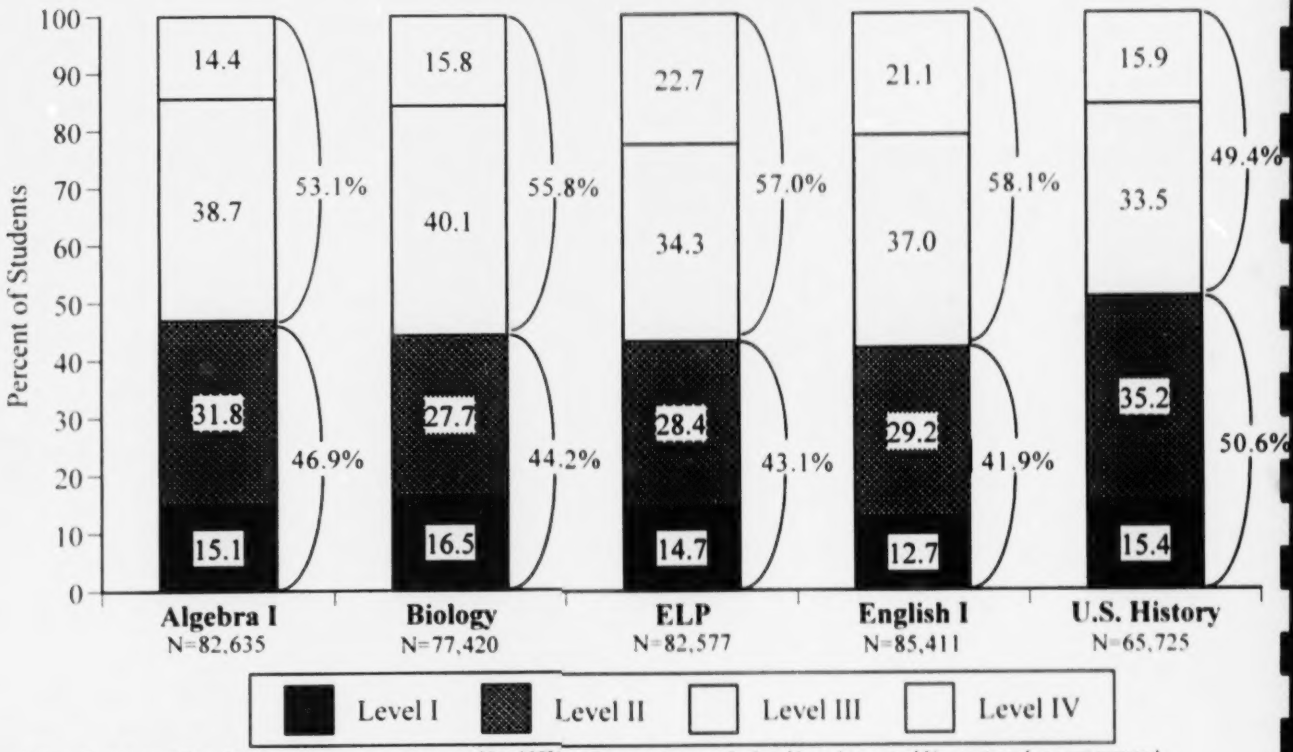
Notes: Due to rounding, data for some years may not add to 100%.
All percents are calculated based on actual N-counts and are not summed.
Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 14. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)

1994-95



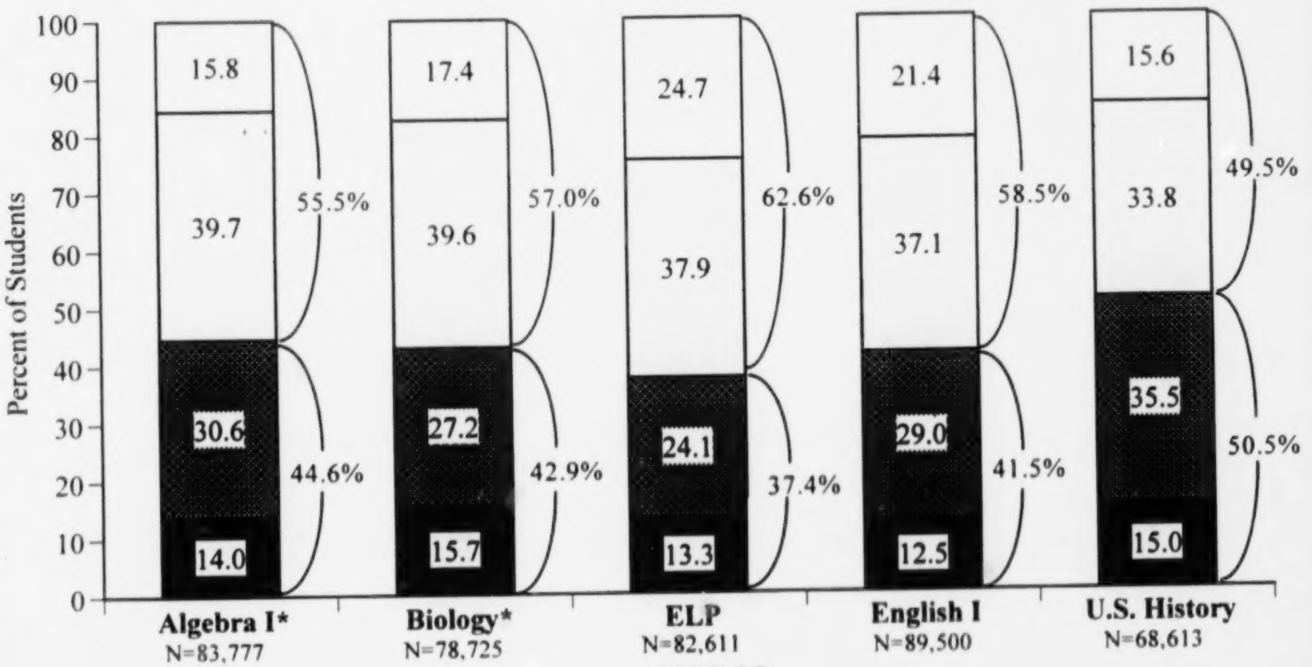
1995-96



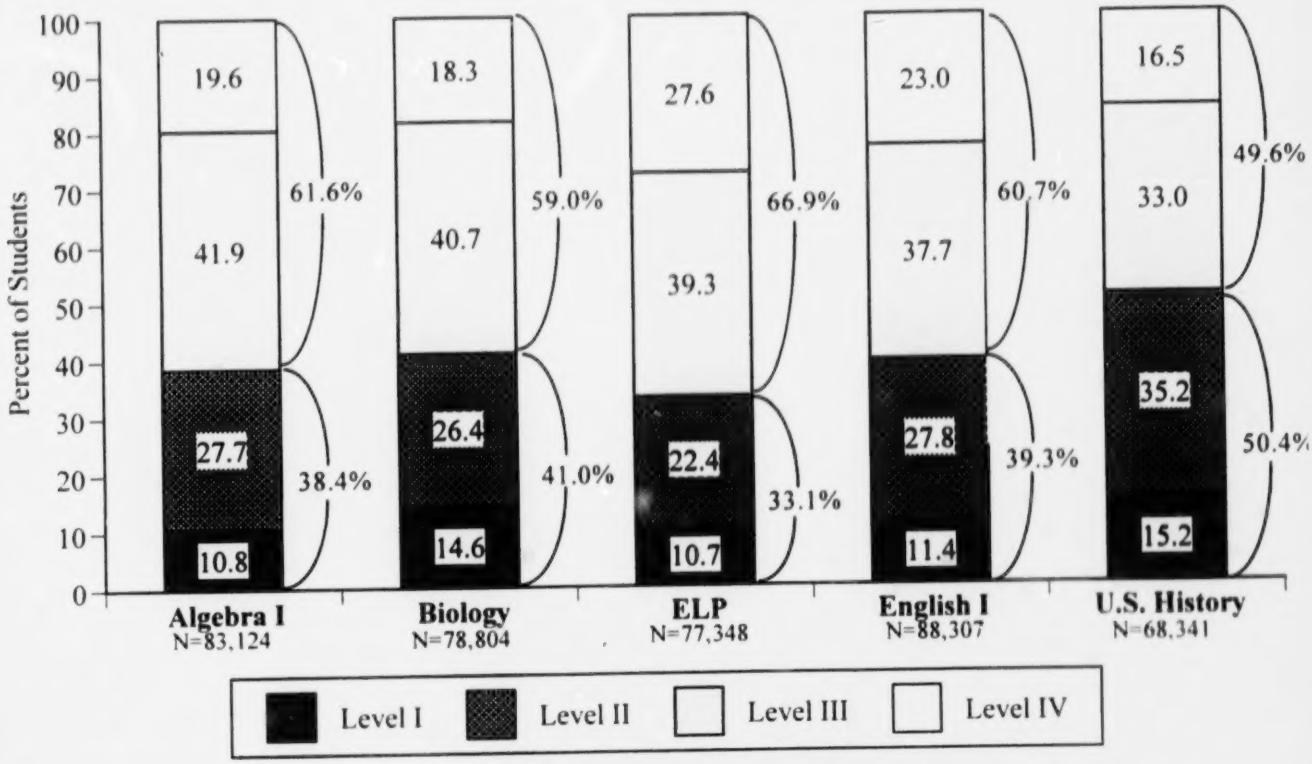
Notes: Due to rounding, data for some courses may not add to 100%. All percents are calculated based on actual N-counts and are not summed. Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 14. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History) (continued)

1996-97



1997-98



Notes: *Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card

Figure 15. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results Percent of Students at or above Level III by Course

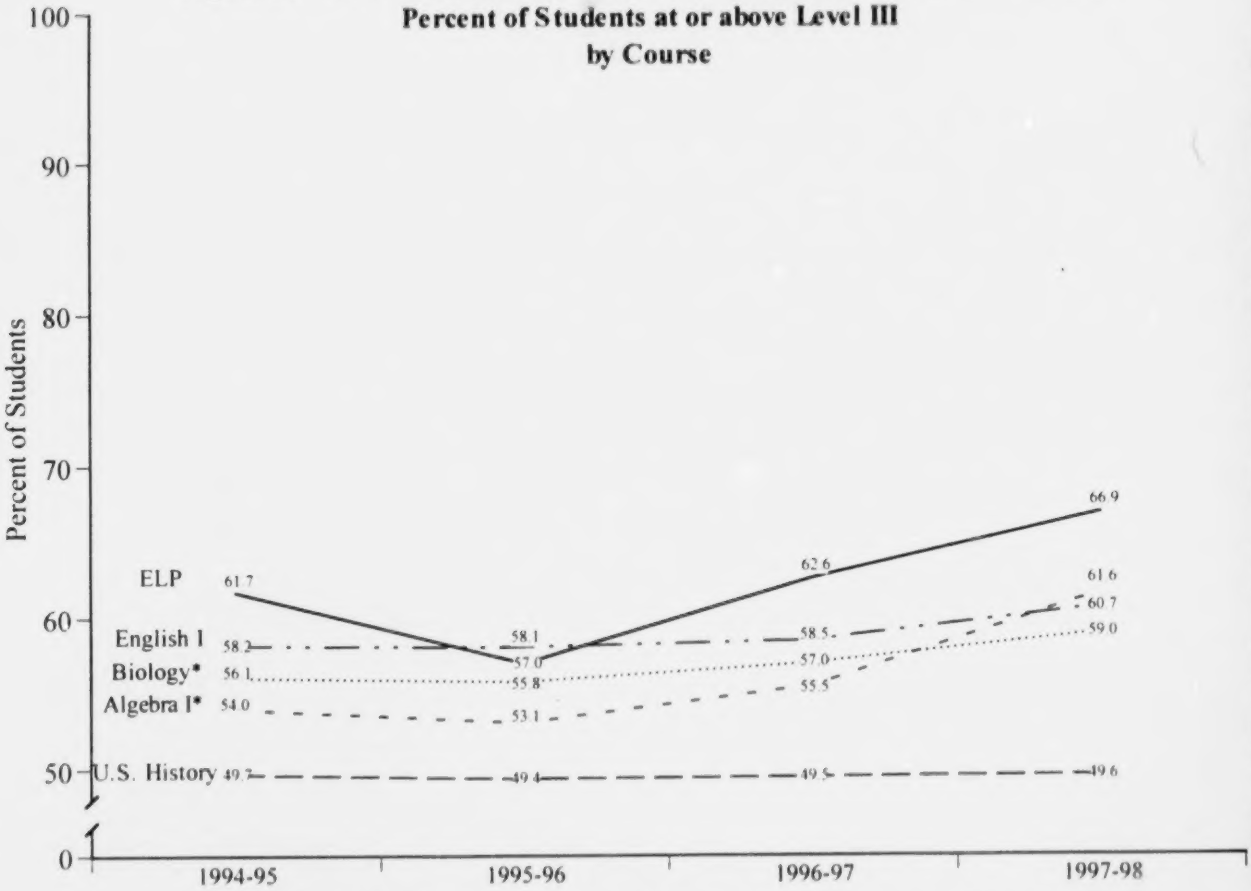
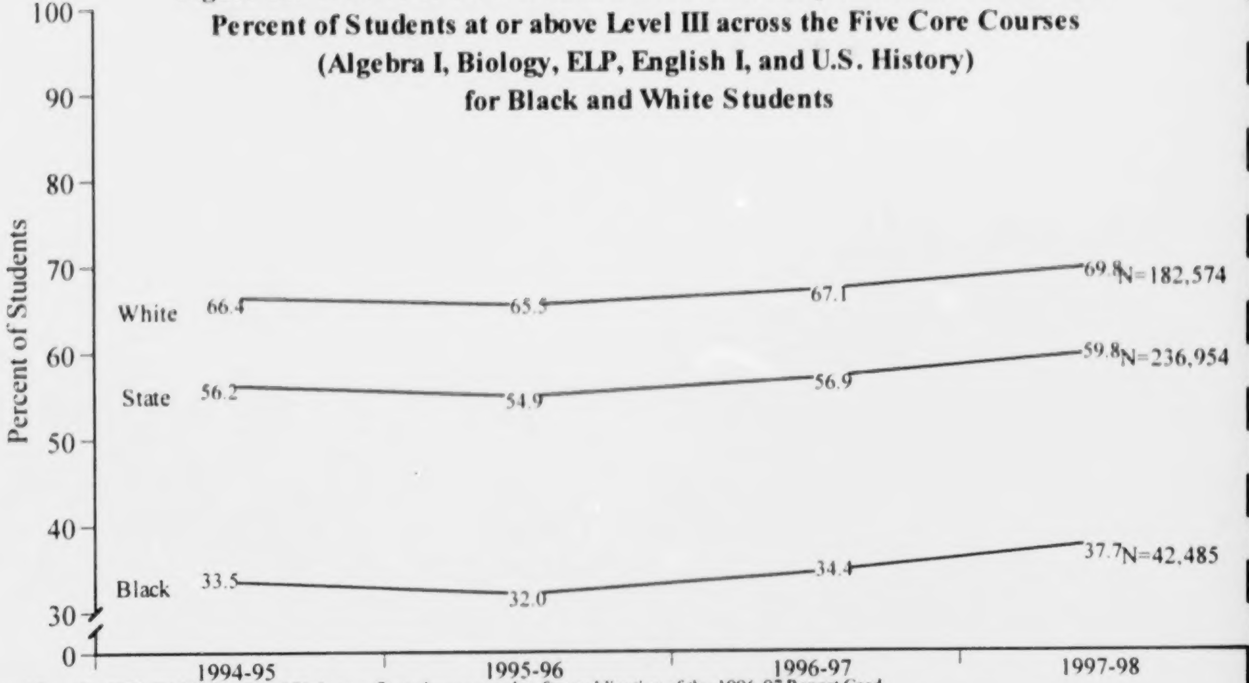
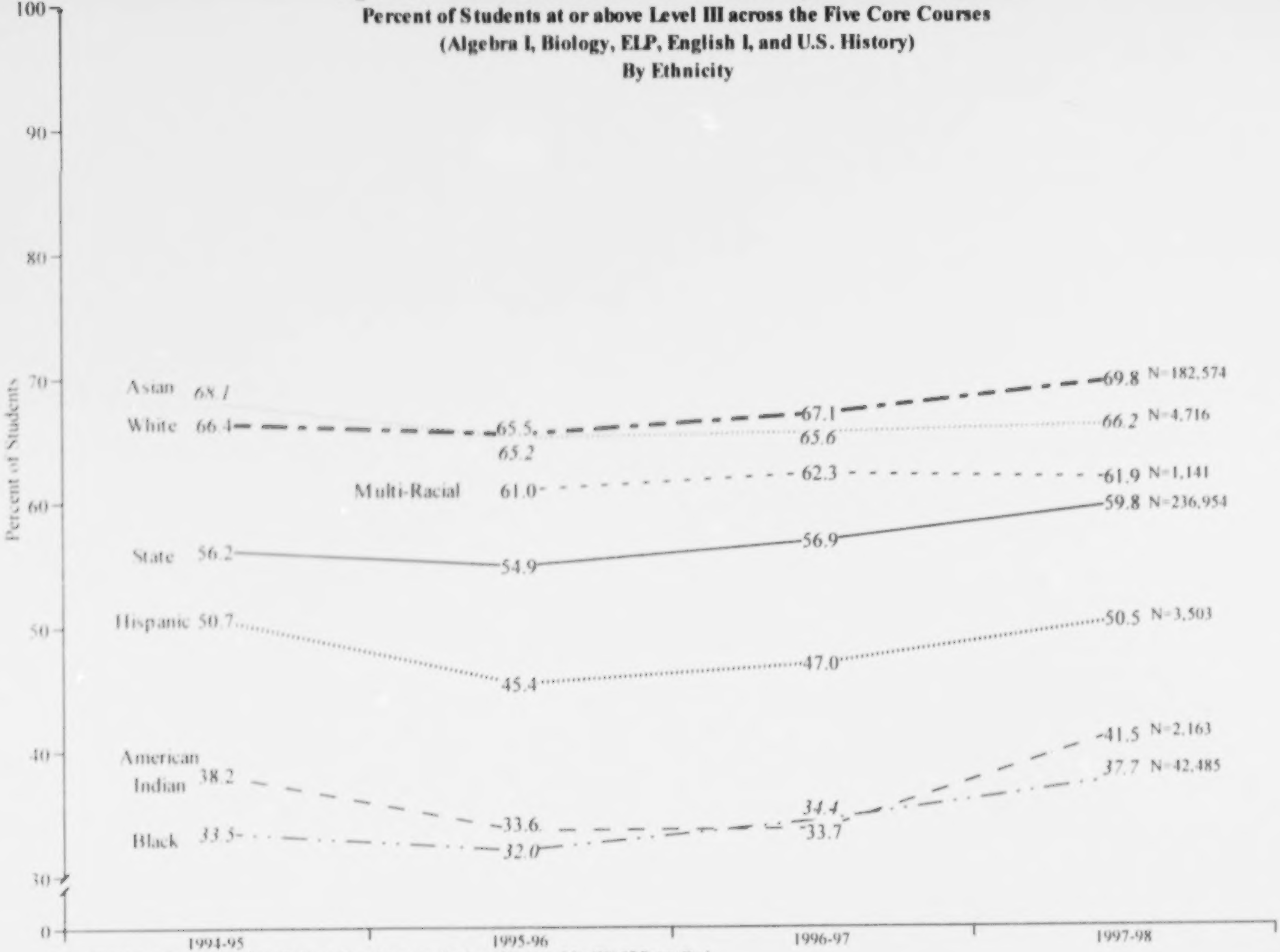


Figure 16. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results Percent of Students at or above Level III across the Five Core Courses (Algebra I, Biology, ELP, English I, and U.S. History) for Black and White Students



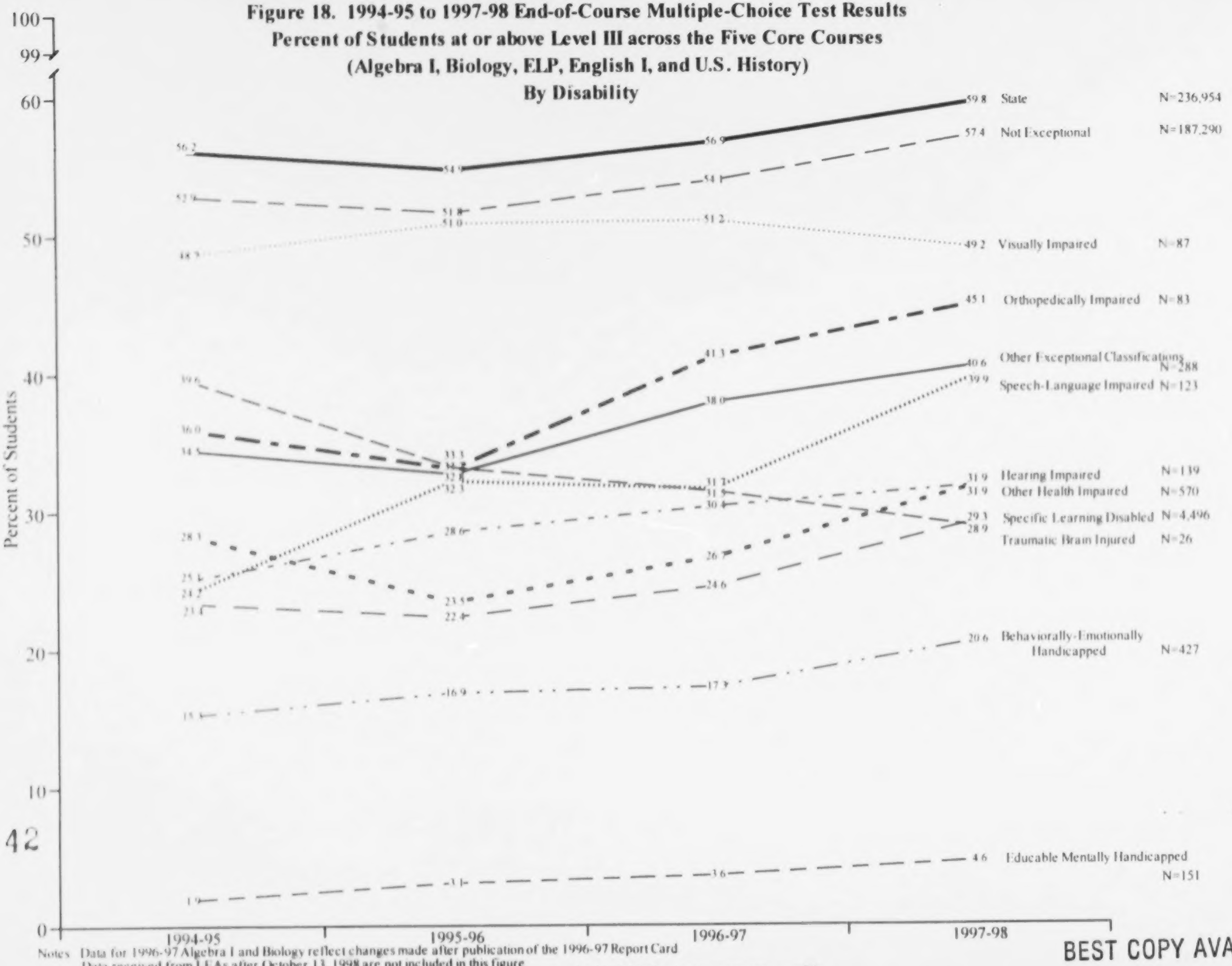
Notes: *Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
Data received from LEAs after October 13, 1998 are not included in these figures.
N counts equal the number of students at or above level III across the five core courses for 1997-98. Previous years are comparable.

Figure 17. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)
By Ethnicity



Notes: Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card
Multi-Racial results were not reported in 1994-95
Data received from LEAs after October 13, 1998 are not included in this table
N counts equal the number of students at or above level III across the five core courses for 1997-98. Previous years are comparable

Figure 18. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)
By Disability



Notes: Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card
Data received from LEAs after October 13, 1998 are not included in this figure
N counts equal the number of students at or above level III across the five core courses for 1997-98. Previous years are comparable

Grade 3 Pretest Results

Table 1. Statewide Summary
1996-97 to 1997-98 Multiple-Choice Test Results
Grade 3 Pretest

	Reading		Mathematics	
	Number Tested Mean Scale Score	Percent Students at Achievement Levels III, IV Standard Deviation	Number Tested Mean Scale Score	Percent Students at Achievement Levels III, IV Standard Deviation
1996-97	94,551 137.8	65.3% 8.6	94,846 130.0	70.3% 8.2
1997-98	99,583 137.7	65.3% 8.5	99,801 130.2	71.5% 8.0

Note: Data received from LEAs after October 13, 1998 are not included in this table.

Table 2. 1996-97 to 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Grade 3 Pretest

Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2
	1998	11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8
	1998	23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7
	1998	40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3
	1998	25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8

Grade 3 Pretest Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
119-127	128-132	133-144	145-162

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 3. 1996-97 to 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Grade 3 Pretest

Mathematics

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8
	1998	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5
	1998	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9
	1998	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7
	1998	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7

Grade 3 Pretest Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
105-117	118-125	126-134	135-154

Notes Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 13, 1998 are not included in this table.

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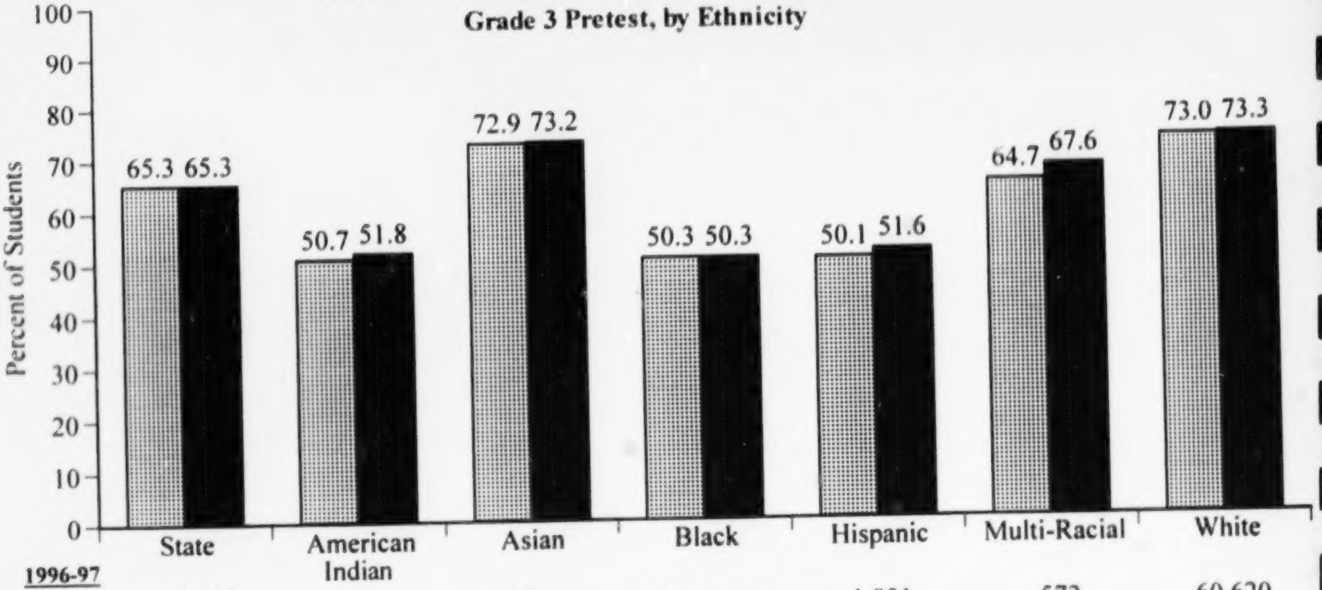
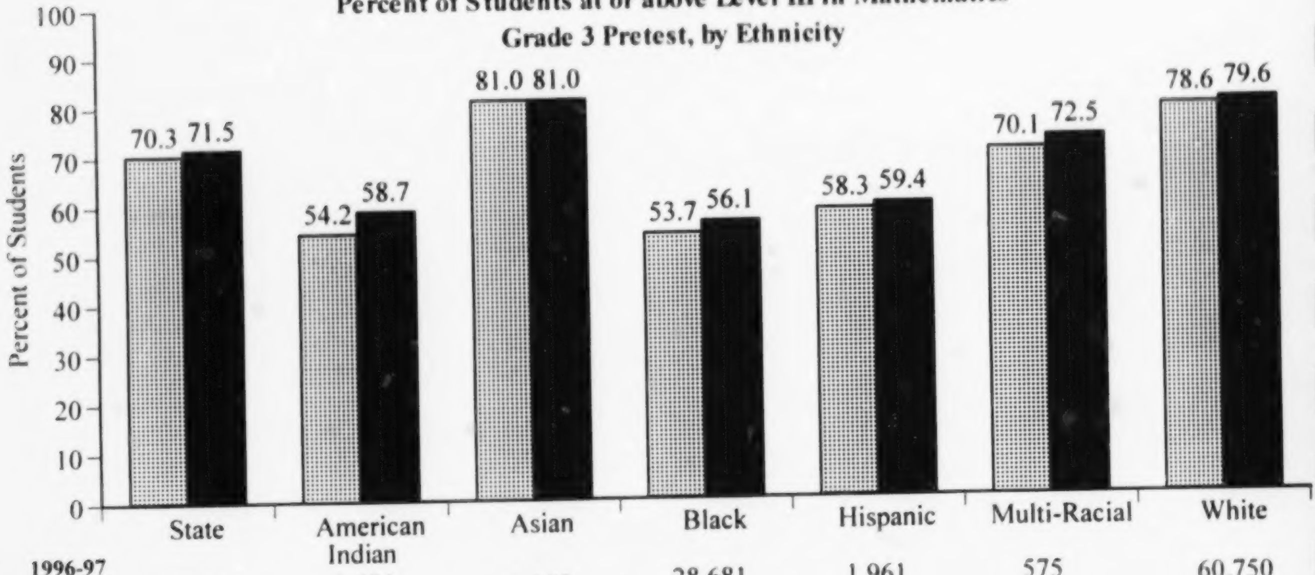
Figure 1. 1996-97 to 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Reading
Grade 3 Pretest, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	94,551	1,396	1,149	28,565	1,931	572	60,620
N Level III, IV	61,725	708	838	14,373	968	370	44,254
1997-98							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982

▨ 1996-97 ■ 1977-98

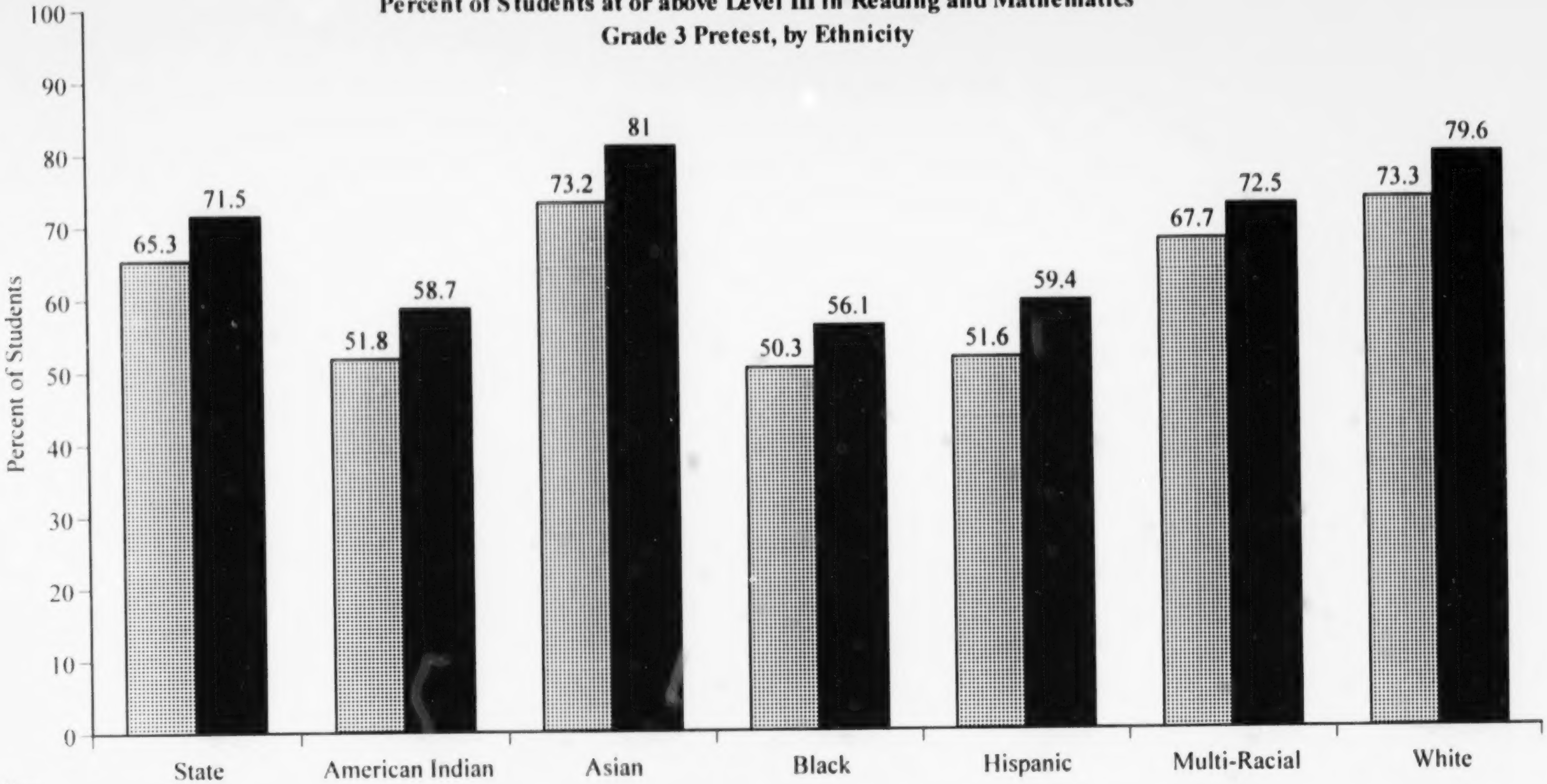
Figure 2. 1996-97 to 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Mathematics
Grade 3 Pretest, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	94,846	1,400	1,158	28,681	1,961	575	60,750
N Level III, IV	66,659	759	938	15,395	1,144	403	47,768
1997-98							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979

Notes "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only
Data received from LEAs after October 13, 1998 are not included in this figure

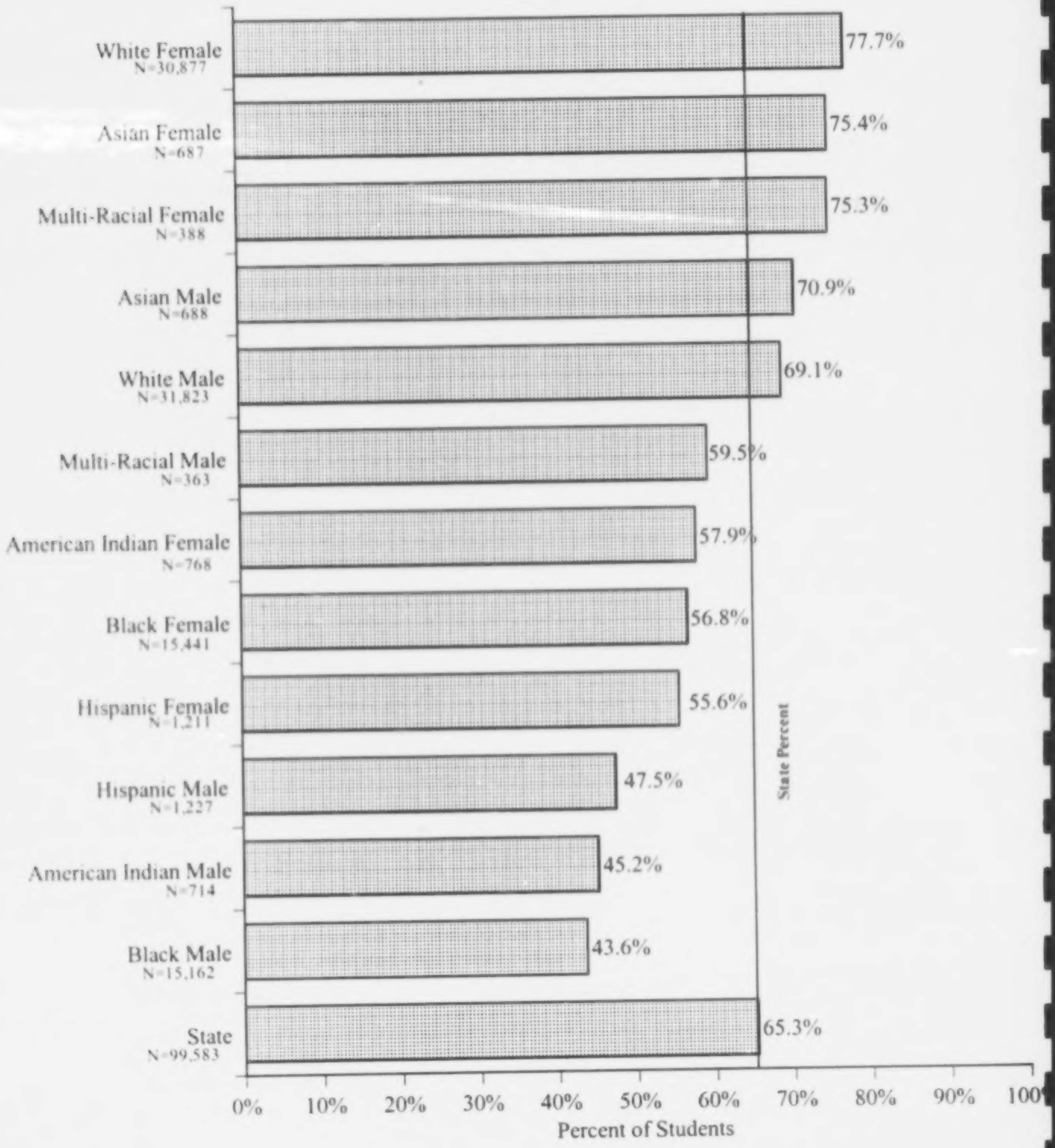
Figure 3. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grade 3 Pretest, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Reading							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982
Mathematics							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979

Note: Data received from LEAs after October 13, 1998 are not included in this figure

Figure 4. 1997-98 Multiple-Choice Test Results Percent of Students at or above Level III in Reading Grade 3 Pretest, by Gender and Ethnicity



Note: Data received from LEAs after October 13, 1998 are not included in this figure.

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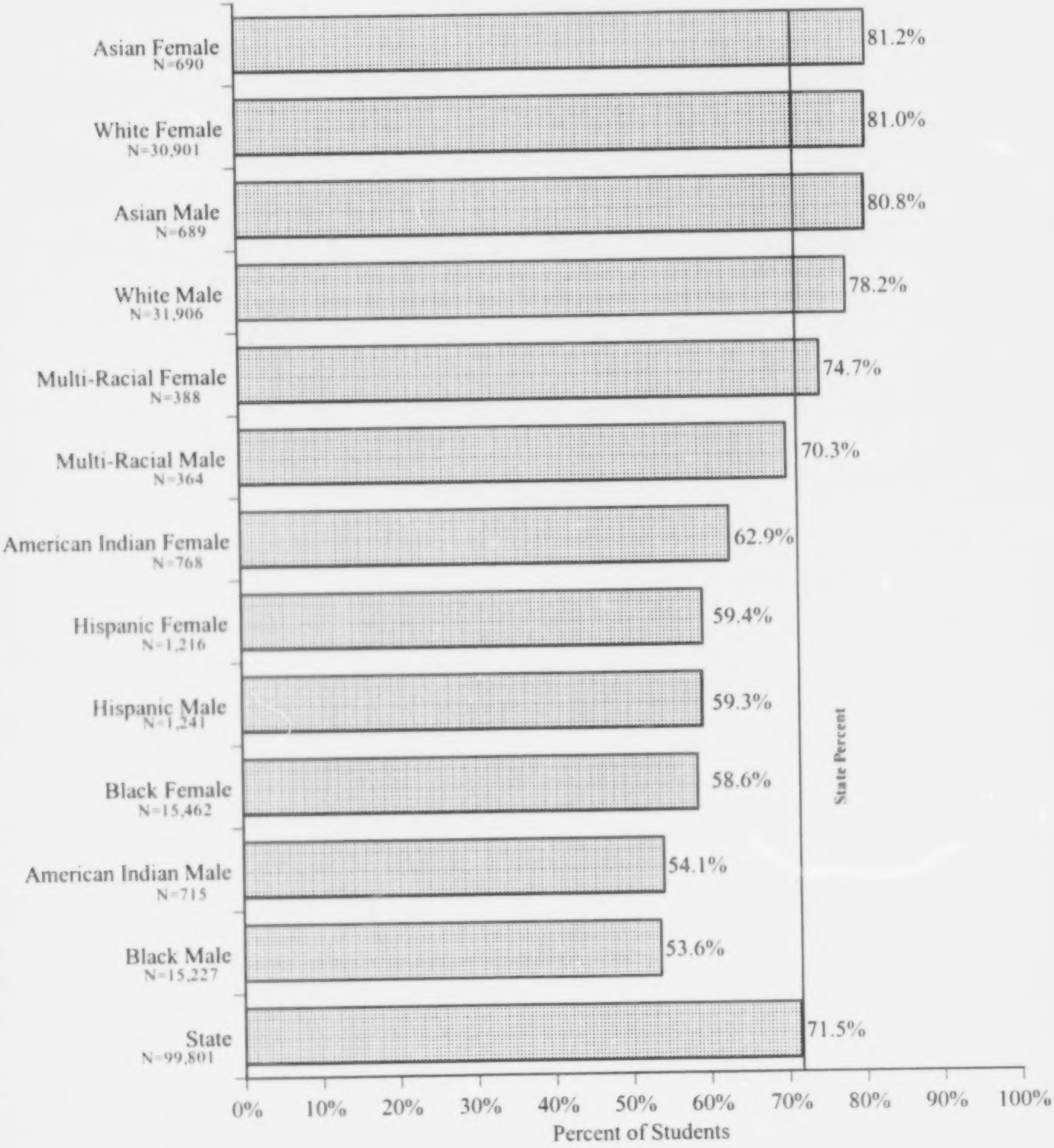
Figure 5. 1997-98 Multiple-Choice Test Results Percent of Students at or above Level III in Mathematics Grade 3 Pretest, by Gender and Ethnicity



Note: Data received from LEAs after October 13, 1998 are not included in this figure.

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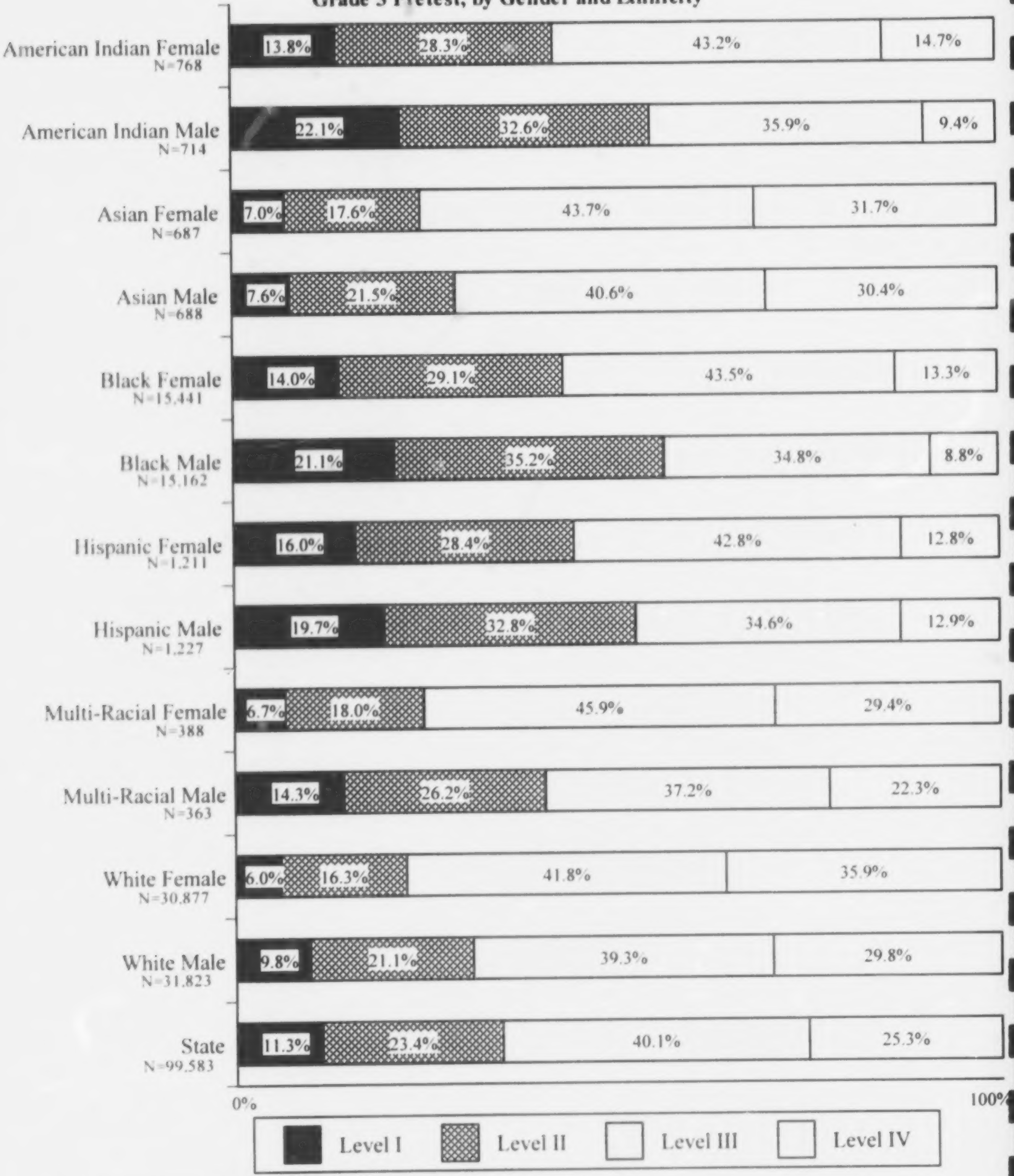
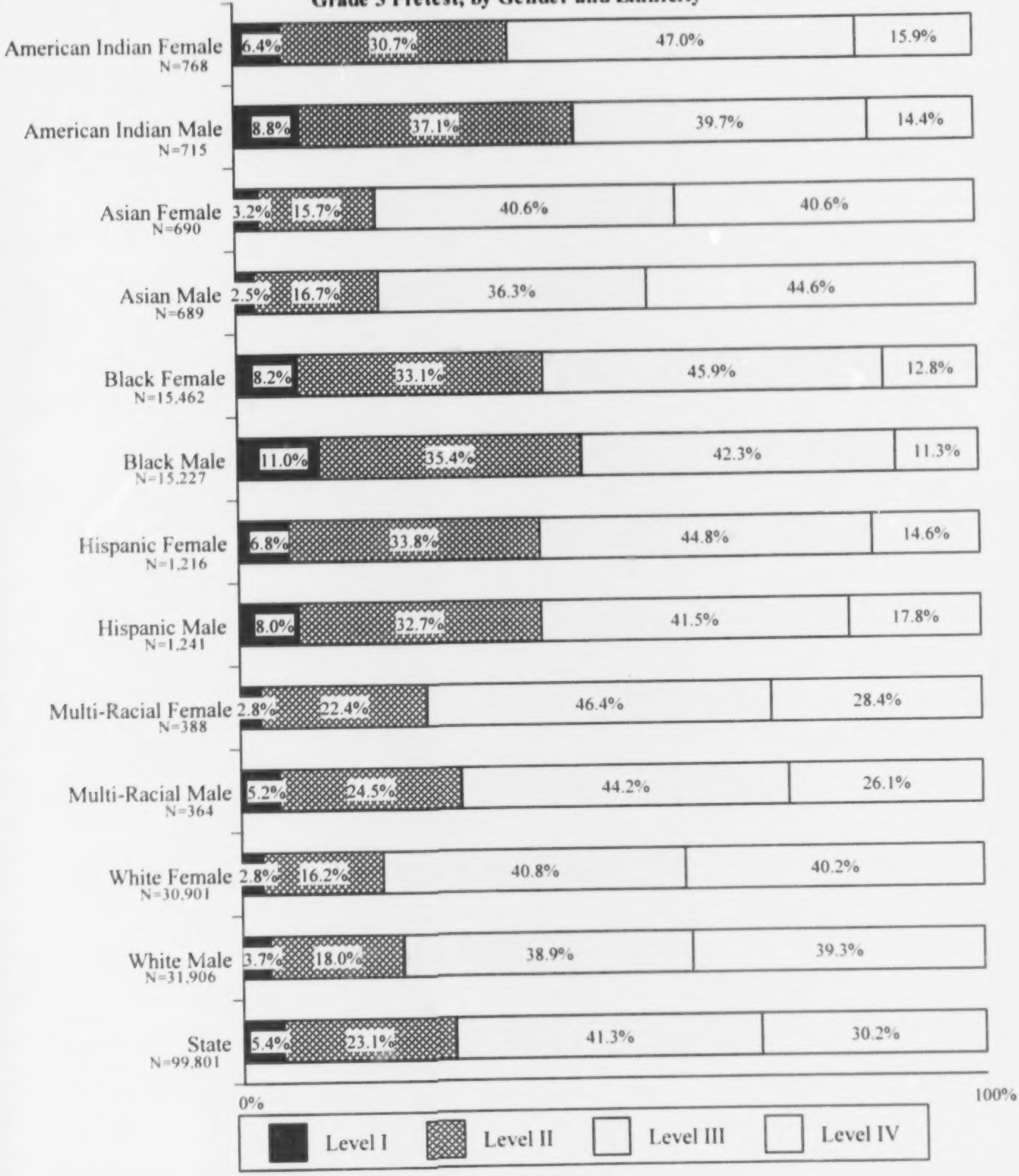
Figure 6. 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grade 3 Pretest, by Gender and Ethnicity



Note: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 7. 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grade 3 Pretest, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 13, 1998 are not included in this figure.

Table 4. 1997-98 Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency
Grade 3 Pretest

Category	Number Tested	Percent[1]	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	99,583	100.0	65.3	71.5	137.7	130.2
Not Exceptional	85,860	86.7	67.5	72.8	138.0	130.3
Academically Gifted	3,412	3.4	98.4	98.9	148.7	141.2
Students with Disabilities	9,776	9.9				
Behaviorally-Emotionally Handicapped	575	0.6	32.3	45.6	131.5	124.6
Hearing Impaired	109	0.1	48.6	51.9	133.5	126.1
Educable Mentally Handicapped	882	0.9	12.1	15.6	128.7	120.0
Specific Learning Disabled	4,624	4.7	27.2	52.9	130.8	126.1
Speech-Language Impaired	2,711	2.7	53.3	60.6	135.1	127.9
Visually Impaired	49	0.0	46.9	58.8	135.4	128.7
Other Health Impaired	652	0.7	33.6	52.6	132.1	126.0
Orthopedically Impaired	65	0.1	38.5	43.8	133.5	125.1
Traumatic Brain Injured	16	0.0	*	*	*	*
Other Exceptional Classifications	93	0.1	47.3	54.2	133.6	127.3
Section 504	490	0.5	42.4	56.4	133.4	127.1
Limited English Proficient	1,196	1.2	39.8	50.0	132.1	125.5

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 5. 1997-98 Multiple-Choice Test Results
Performance of Students Taking Modified Tests
Grade 3 Pretest

Category	Number Tested	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	99,583	100.0	65.3	71.5	137.7	130.2
Braille Edition	8	0.1	*	*	*	*
Large Print	45	0.3	40.0	51.1	134.5	127.2
Assistive Technology	8	0.1	*	*	*	*
Braille Writer	4	0.0	*	*	*	*
Cranmer Abacus	5	0.0	*	*	*	*
Dictation to Scribe	82	0.6	24.4	47.1	130.5	125.3
Interpreter Signs Test	23	0.2	*	*	*	*
Magnification Devices	9	0.1	*	*	*	*
Student Marks in Test Book	2,154	15.0	29.7	56.7	131.3	126.8
Test Administrator Reads Test Aloud	3,499	24.4	*	58.4	129.9	126.9
Use of Typewriter or Word Processor	4	0.0	*	*	*	*
Hospital/Home Testing	4	0.0	*	*	*	*
Multiple Test Sessions	550	3.8	31.1	56.8	131.3	126.8
Scheduled Extended Time	3,810	26.6	29.1	57.1	131.1	126.8
Testing in a Separate Room	4,074	28.4	25.6	55.7	130.6	126.5
English/Native Language Dictionary/Electronic Translator	5	0.0	*	*	*	*
Other	44	0.3	27.3	60.0	132.1	126.7

Notes: *No scores are reported for groups with fewer than thirty students.
Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.
The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.
Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.
All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.
"Number tested" is the number of students who took the end-of-grade test in reading.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 6. 1997-98 Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency
Grade 3 Pretest

Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Behaviorally-Emotionally Handicapped	82	0	0	0	80	0	0	2
Hearing Impaired	9	0	1	0	8	0	0	0
Educable Mentally Handicapped	983	1	0	0	974	1	6	1
Specific Learning Disabled	246	4	1	0	231	7	0	3
Speech-Language Impaired	33	2	1	0	22	6	1	1
Visually Impaired	5	0	0	0	5	0	0	0
Other Health Impaired	80	0	0	0	78	2	0	0
Orthopedically Impaired	20	0	0	0	20	0	0	0
Traumatic Health Impaired	13	0	0	0	12	0	0	1
Other Exceptional Classifications	299	22	7	0	258	0	6	6
Section 504	31	1	2	0	10	18	0	0
Limited English Proficient	646	424	205	0	10	7	0	0
Total	2,447	454	217	0	1,708	41	13	14

*Limited English proficient students may be exempted for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 7. 1997-98 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	137.7	99,583	28	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			70	50.3
OBJ 2.1: Identify, collect or select information and ideas.			31	54.1
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			33	48.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			6	40.5
GOAL 3: Use language for critical analysis and evaluation.			14	33.9
MATHEMATICS	130.2	99,801	40	
Math Computation			15	84.0
Math Applications			105	52.1
GOAL 1: Identify and use numbers to 100 and beyond.			24	66.2
GOAL 2: Understanding and use of geometry.			9	67.3
GOAL 3: Understanding of classification, pattern, and seriation.			18	47.9
GOAL 4: Understand and use standard units of metric and customary measure.			18	55.5
GOAL 5: Use mathematical reasoning and solve problems.			18	38.3
GOAL 6: Understand data collection, display, and interpretation.			11	37.9
GOAL 7: Compute with whole numbers.			22	71.1

	A	B	C
NUMBER OF STUDENTS TAKING FORM	33,386	33,228	32,969

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* "Number of Observations" includes students who attempted at least one item on the test.

** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 8. 1997-98 Distribution of Scale Scores
Grade 3 Pretest Reading

NUMBER OF STUDENTS WITH VALID SCORES*	99,583	HIGH SCORE	158
		LOW SCORE	119
MEAN	137.7	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	119-127
STANDARD DEVIATION	8.5	LEVEL II	128-132
		LEVEL III	133-144
		LEVEL IV	145-162

FREQUENCY DISTRIBUTION

SCALE CUMULATIVE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	PERCENT
158	294	99583	0.30	100.00
157	407	99289	0.41	99.70
156	707	98882	0.71	99.30
155	1163	98175	1.17	98.59
154	314	97012	0.32	97.42
153	1957	96698	1.97	97.10
152	2003	94741	2.01	95.14
151	1490	92738	1.50	93.13
150	1488	91248	1.49	91.63
149	3567	89760	3.58	90.14
148	2390	86193	2.40	86.55
147	1905	83803	1.91	84.15
146	4540	81898	4.56	82.24
145	2920	77358	2.93	77.68
144	1841	74438	1.85	74.75
143	5019	72597	5.04	72.90
142	3620	67578	3.64	67.86
141	3940	63958	3.96	64.23
140	1598	60018	1.60	60.27
139	3969	58420	3.99	58.66
138	4157	54451	4.17	54.68
137	1639	50294	1.65	50.50
136	4201	48655	4.22	48.86
135	4064	44454	4.08	44.64
134	1886	40390	1.89	40.56
133	3989	38504	4.01	38.67
132	1921	34515	1.93	34.66
131	6036	32594	6.06	32.73
130	3925	26558	3.94	26.67
129	5928	22633	5.95	22.73
128	5414	16705	5.44	16.77
127	6056	11291	6.08	11.34
126	2907	5235	2.92	5.26
125	402	2328	0.40	2.34
124	916	1926	0.92	1.93
123	552	1010	0.55	1.01
122	279	458	0.28	0.46
LESS THAN 122	179	179	0.18	0.18

*Students with valid scores are those students who attempted at least one item on the test

Table 9. 1997-98 Distribution of Scale Scores
Grade 3 Pretest Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	99,801	HIGH SCORE	154
		LOW SCORE	105
MEAN	130.2	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	105-117
STANDARD DEVIATION	8.0	LEVEL II	118-125
		LEVEL III	126-134
		LEVEL IV	135-154

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
154	31	99801	0.03	100.00
153	41	99770	0.04	99.97
151	226	99729	0.23	99.93
149	622	99503	0.62	99.70
147	1056	98881	1.06	99.08
146	425	97825	0.43	98.02
145	1150	97400	1.15	97.59
144	2100	96250	2.10	96.44
143	1623	94150	1.63	94.34
142	1714	92527	1.72	92.71
141	1943	90813	1.95	90.99
140	2927	88870	2.93	89.05
139	2017	85943	2.02	86.11
138	3265	83926	3.27	84.09
137	3549	80661	3.56	80.82
136	3603	77112	3.61	77.27
135	3859	73509	3.87	73.66
134	3995	69650	4.00	69.79
133	4145	65655	4.15	65.79
132	5697	61510	5.71	61.63
131	4415	55813	4.42	55.92
130	4482	51398	4.49	51.50
129	4663	46916	4.67	47.01
128	4648	42253	4.66	42.34
127	4621	37605	4.63	37.68
126	4546	32984	4.56	33.05
125	2888	28438	2.89	28.49
124	4244	25550	4.25	25.60
123	3987	21306	3.99	21.35
122	2547	17319	2.55	17.35
121	3331	14772	3.34	14.80
120	2020	11441	2.02	11.46
119	2631	9421	2.64	9.44
118	1403	6790	1.41	6.80
117	1177	5387	1.18	5.40
116	1357	4210	1.36	4.22
115	758	2853	0.76	2.86
114	471	2095	0.47	2.10
113	607	1624	0.61	1.63
112	372	1017	0.37	1.02
111	173	645	0.17	0.65
110	211	472	0.21	0.47
LESS THAN 110	261	261	0.26	0.26

*Students with valid scores are those students who attempted at least one item on the test

End-of-Grade Results

Table 1. Statewide Summary

1997-98 End-of-Grade Multiple-Choice Test Results

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Grade 3	98,389	71.6%	98,844	68.2%
	145.7	9.7	142.3	11.2
Grade 4	94,109	70.9%	94,499	79.3%
	149.3	9.6	151.5	10.8
Grade 5	91,566	75.2%	91,927	78.0%
	154.3	9.0	157.4	10.1
Grade 6	91,669	70.0%	91,802	78.3%
	155.8	9.3	163.6	10.8
Grade 7	91,267	71.1%	91,368	76.9%
	159.0	8.8	169.2	11.0
Grade 8	87,903	79.5%	87,978	76.3%
	161.9	8.3	173.7	11.6

Note: Data received from LEAs after October 13, 1998 are not included in this table.

Table 2. Statewide Summary of Student Performance
End-of-Grade Multiple-Choice Tests: 1992-93 to 1997-98
Reading

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,381 142.7 61.2%	88,301 142.8 60.4%	88,741 143.4 63.4%	90,594 143.8 64.8%	95,356 144.1 65.8%	98,389 145.7 71.6%
Grade 4	84,811 147.1 62.4%	85,311 147.9 65.8%	88,163 147.6 64.1%	89,115 148.7 69.4%	91,868 148.4 67.7%	94,109 149.3 70.9%
Grade 5	85,337 151.5 64.1%	85,330 151.7 65.5%	86,150 152.4 68.2%	89,237 152.1 66.5%	90,773 153.0 70.8%	91,566 154.3 75.2%
Grade 6	84,278 154.0 62.6%	85,813 154.4 65.1%	86,370 154.5 65.9%	87,310 155.3 67.8%	91,667 155.6 67.1%	91,669 155.8 70.0%
Grade 7	83,868 157.0 63.5%	84,852 157.3 64.2%	86,478 158.0 68.5%	87,457 157.9 66.9%	89,515 158.2 67.8%	91,267 159.0 71.1%
Grade 8	80,833 158.7 66.5%	82,985 159.7 71.0%	83,802 160.1 72.8%	85,997 160.0 72.7%	87,317 160.9 75.0%	87,903 161.9 79.5%

Note: Data received from LEAs after October 13, 1998 are not included in this table

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Table 3. Statewide Summary of Student Performance
End-of-Grade Multiple-Choice Tests: 1992-93 to 1997-98
Mathematics

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
	Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,026	88,414	88,845	90,710	95,608	98,844
	139.9	140.0	141.2	141.9	142.8	142.3
	60.6%	61.6%	65.1%	67.4%	70.2%	68.2%
Grade 4	84,453	85,363	88,230	89,172	92,064	94,499
	146.1	147.2	147.9	148.5	149.5	151.5
	64.1%	67.0%	68.5%	71.5%	74.6%	79.3%
Grade 5	84,999	85,384	86,159	89,261	90,930	91,927
	152.3	153.5	154.4	155.2	156.4	157.4
	59.7%	63.9%	66.5%	70.0%	73.1%	78.0%
Grade 6	83,683	85,850	86,395	87,320	91,720	91,802
	158.3	159.4	160.2	161.4	162.0	163.6
	61.3%	66.2%	67.6%	72.6%	72.7%	78.3%
Grade 7	83,143	84,768	86,439	87,490	89,526	91,368
	164.1	164.8	166.0	166.4	167.5	169.2
	60.0%	63.3%	67.1%	68.5%	70.8%	76.9%
Grade 8	80,032	82,793	83,576	86,006	87,390	87,978
	168.3	169.0	170.3	170.6	171.1	173.7
	61.9%	61.9%	67.6%	67.7%	68.9%	76.3%

Note: Data received from LEAs after October 13, 1998 are not included in this table

Table 4. Statewide Summary of Student Performance
End-of-Grade Multiple-Choice Tests: 1992-93 to 1997-98
Reading

	1992-93		1993-94		1994-95		1995-96	
	Number Tested Mean Scale Score	Percent Students at Achievement Levels III, IV Percent Students at Achievement Level I	Number Tested Mean Scale Score	Percent Students at Achievement Levels III, IV Percent Students at Achievement Level I	Number Tested Mean Scale Score	Percent Students at Achievement Levels III, IV Percent Students at Achievement Level I	Number Tested Mean Scale Score	Percent Students at Achievement Levels III, IV Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,301	60.4%	88,741	63.4%	90,594	64.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%
Std. Dev.	9.9		10.0		10.1		9.7	
Grade 4	84,811	62.4%	85,311	65.8%	88,163	64.1%	89,115	69.4%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%
Std. Dev.	9.6		9.3		9.6		9.3	
Grade 5	85,337	64.1%	85,330	65.5%	86,150	68.2%	89,237	66.5%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%
Std. Dev.	9.0		8.9		8.8		8.9	
Grade 6	84,278	62.6%	85,813	65.1%	86,370	65.9%	87,310	67.8%
	154.0	9.3%	154.4	9.2%	154.5	7.5%	155.3	8.8%
Std. Dev.	9.1		9.1		8.7		9.3	
Grade 7	83,868	63.5%	84,852	64.2%	86,478	68.5%	87,457	66.9%
	157.0	9.3%	157.3	9.6%	158.0	8.0%	157.9	8.5%
Std. Dev.	8.6		8.7		8.6		8.6	
Grade 8	80,833	66.5%	82,985	71.0%	83,802	72.8%	85,997	72.7%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%
Std. Dev.	8.9		8.6		8.6		8.5	

Note Data received from LEAs after October 13, 1998 are not included in this table

Table 4. Statewide Summary of Student Performance
End-of-Grade Multiple-Choice Tests: 1992-93 to 1997-98 (continued)
Reading

	1996-97		1997-98	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,356	65.8%	98,389	71.6%
	144.1	11.0%	145.7	8.6%
Std. Dev.	9.8		9.7	
Grade 4	91,868	67.7%	94,109	70.9%
	148.4	9.9%	149.3	7.9%
Std. Dev.	9.6		9.6	
Grade 5	90,773	70.8%	91,566	75.2%
	153.0	7.6%	154.3	6.1%
Std. Dev.	8.9		9.0	
Grade 6	91,667	67.1%	91,669	70.0%
	155.6	8.7%	155.8	7.3%
Std. Dev.	9.9		9.3	
Grade 7	89,515	67.8%	91,267	71.1%
	158.2	8.4%	159.0	7.4%
Std. Dev.	9.0		8.8	
Grade 8	87,317	75.0%	87,903	79.5%
	160.9	5.0%	161.9	3.4%
Std. Dev.	8.7		8.3	

Table 5. Statewide Summary of Student Performance
End-of-Grade Multiple-Choice Tests: 1992-93 to 1997-98
Mathematics

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,026	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%
	139.9	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%
Std. Dev.	11.3		11.5		11.5		11.4	
Grade 4	84,453	64.1%	85,363	67.0%	88,230	68.5%	89,172	71.5%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%
Std. Dev.	10.5		10.7		11.1		10.7	
Grade 5	84,999	59.7%	85,384	63.9%	86,159	66.5%	89,261	70.0%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%
Std. Dev.	9.7		10.0		10.3		10.2	
Grade 6	83,683	61.3%	85,850	66.2%	86,395	67.6%	87,320	72.6%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%
Std. Dev.	10.1		10.2		10.4		10.6	
Grade 7	83,143	60.0%	84,768	63.3%	86,439	67.1%	87,490	68.5%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%
Std. Dev.	10.0		10.4		10.4		10.7	
Grade 8	80,032	61.9%	82,793	61.9%	83,576	67.6%	86,006	67.7%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%
Std. Dev.	10.6		11.0		11.1		11.3	

Note: Data received from LEAs after October 13, 1998 are not included in this table.

Table 5. Statewide Summary of Student Performance
End-of-Grade Multiple-Choice Tests: 1992-93 to 1997-98 (continued)
Mathematics

	1996-97		1997-98	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,608	70.2%	98,844	68.2%
	142.8	6.8%	142.3	7.0%
Std. Dev.	11.3		11.2	
Grade 4	92,064	74.6%	94,499	79.3%
	149.5	6.4%	151.5	4.0%
Std. Dev.	10.8		10.8	
Grade 5	90,930	73.1%	91,927	78.0%
	156.4	7.1%	157.4	5.8%
Std. Dev.	10.4		10.1	
Grade 6	91,720	72.7%	91,802	78.3%
	162.0	6.6%	163.6	5.0%
Std. Dev.	11.1		10.8	
Grade 7	89,526	70.8%	91,368	76.9%
	167.5	8.6%	169.2	5.4%
Std. Dev.	11.4		11.0	
Grade 8	87,390	68.9%	87,978	76.3%
	171.1	9.0%	173.7	5.4%
Std. Dev.	11.8		11.6	

Table 6. End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	115-130	131-140	141-150	151-172
4	119-134	135-144	145-155	156-174
5	124-138	139-148	149-158	159-178
6	128-140	141-151	152-161	162-180
7	130-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-184

Mathematics Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	98-124	125-137	138-149	150-173
4	111-131	132-142	143-155	156-182
5	117-140	141-149	150-160	161-188
6	130-145	146-154	155-167	168-196
7	134-151	152-160	161-172	173-203
8	137-154	155-164	165-177	178-208

Table 7. 1993-94 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Reading

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	13.6	12.1	9.5	9.3	9.3	7.9
	1994	13.9	10.1	9.8	9.2	9.6	6.0
	1995	12.9	10.8	8.0	7.5	8.0	5.7
	1996	11.3	9.0	8.9	8.8	8.5	5.5
	1997	11.0	9.9	7.6	8.7	8.4	5.0
	1998	8.6	7.9	6.1	7.3	7.4	3.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	25.2	25.6	26.4	28.1	27.1	25.6
	1994	25.7	24.1	24.8	25.7	26.2	23.0
	1995	23.7	25.1	23.8	26.6	23.5	21.5
	1996	23.9	21.6	24.6	23.5	24.7	21.8
	1997	23.2	22.4	21.6	24.2	23.8	20.0
	1998	19.8	21.2	18.8	22.7	21.4	17.2
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	38.5	41.2	39.7	39.8	39.4	42.5
	1994	36.1	44.0	41.8	41.3	38.9	44.2
	1995	37.2	41.6	41.3	43.3	40.6	43.7
	1996	37.9	44.8	41.3	40.4	39.4	45.8
	1997	37.6	42.9	41.4	37.3	36.4	43.6
	1998	36.3	41.5	40.4	39.3	39.0	43.7
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.	**1993**	22.7	21.2	24.4	22.8	24.1	24.0
	1994	24.3	21.8	23.7	23.8	25.3	26.8
	1995	26.2	22.6	26.9	22.6	27.8	29.1
	1996	26.9	24.6	25.3	27.4	27.4	26.8
	1997	28.3	24.8	29.4	29.7	31.4	31.4
	1998	35.3	29.4	34.8	30.7	32.2	35.8

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 8. 1993-94 to 1997-98 End-of-Grade Multiple-Choice Test Results

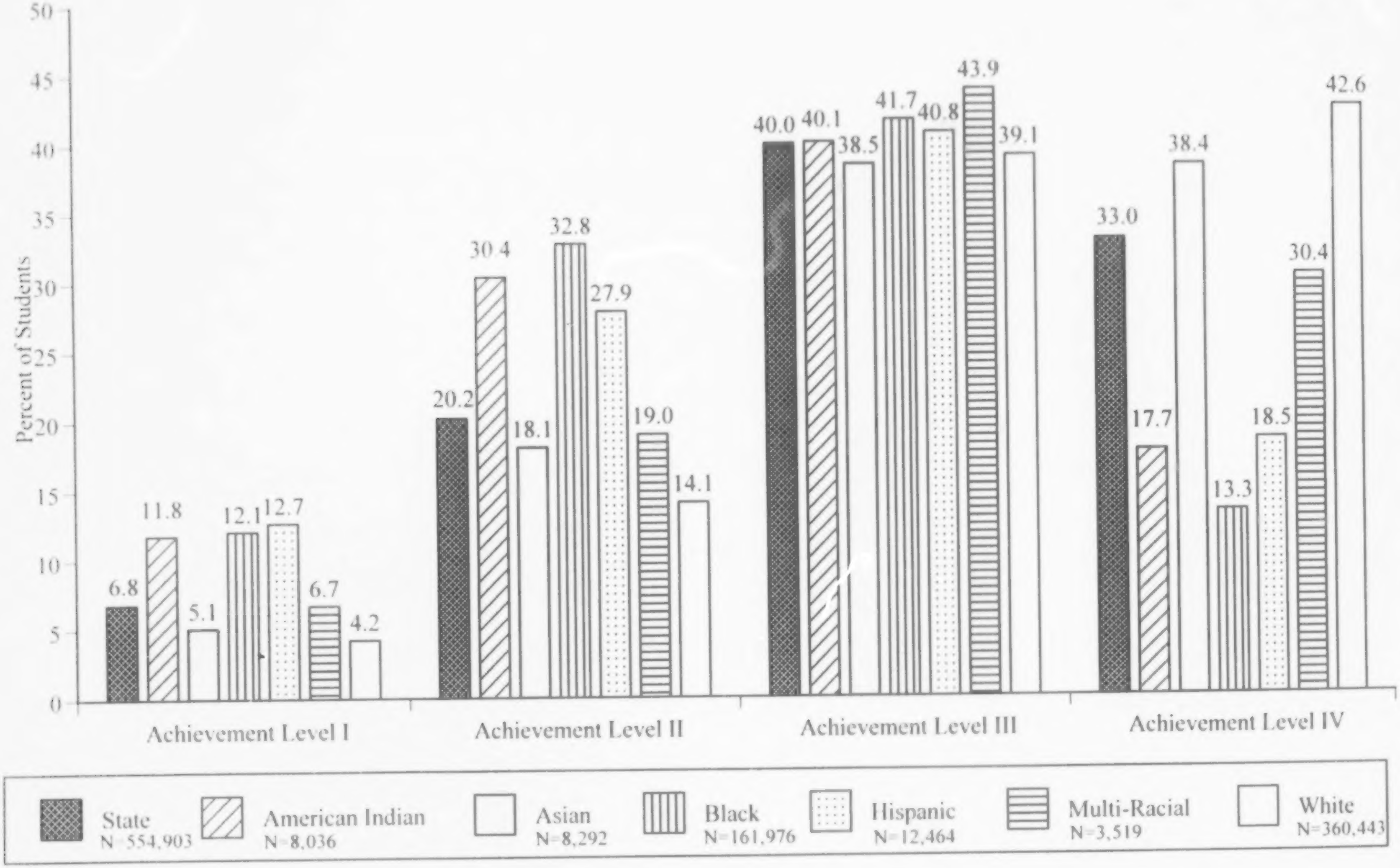
Percent of Students at Each Achievement Level by Grade

Mathematics

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	10.7	10.0	12.1	10.5	10.5	10.4
	1994	10.9	8.8	10.6	9.6	11.5	10.1
	1995	9.3	8.6	9.4	8.2	8.4	8.2
	1996	7.9	7.2	8.5	7.0	9.0	8.8
	1997	6.8	6.4	7.1	6.6	8.6	9.0
	1998	7.0	4.0	5.8	5.0	5.4	5.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	28.6	25.9	28.2	28.2	29.5	27.7
	1994	27.5	24.1	25.5	24.3	25.3	28.1
	1995	25.6	22.9	24.1	24.1	24.5	24.2
	1996	24.7	21.3	21.5	20.5	22.5	23.5
	1997	23.0	19.1	19.8	20.7	20.6	22.1
	1998	24.8	16.8	16.1	16.7	17.7	18.3
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	39.5	44.0	38.3	41.7	38.0	41.1
	1994	39.7	43.2	37.7	43.9	38.3	38.4
	1995	39.7	41.3	37.3	42.5	38.6	40.1
	1996	39.7	43.6	38.0	43.0	38.8	38.7
	1997	39.6	41.9	36.2	40.5	36.9	38.4
	1998	39.8	41.7	37.8	40.7	38.3	37.6
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.	**1993**	21.2	20.1	21.4	19.5	22.0	20.8
	1994	21.9	23.8	26.2	22.3	25.0	23.5
	1995	25.4	27.2	29.2	25.1	28.5	27.5
	1996	27.7	28.0	32.0	29.6	29.7	29.1
	1997	30.7	32.7	36.8	32.2	34.0	30.5
	1998	28.4	37.6	40.2	37.7	38.6	38.7

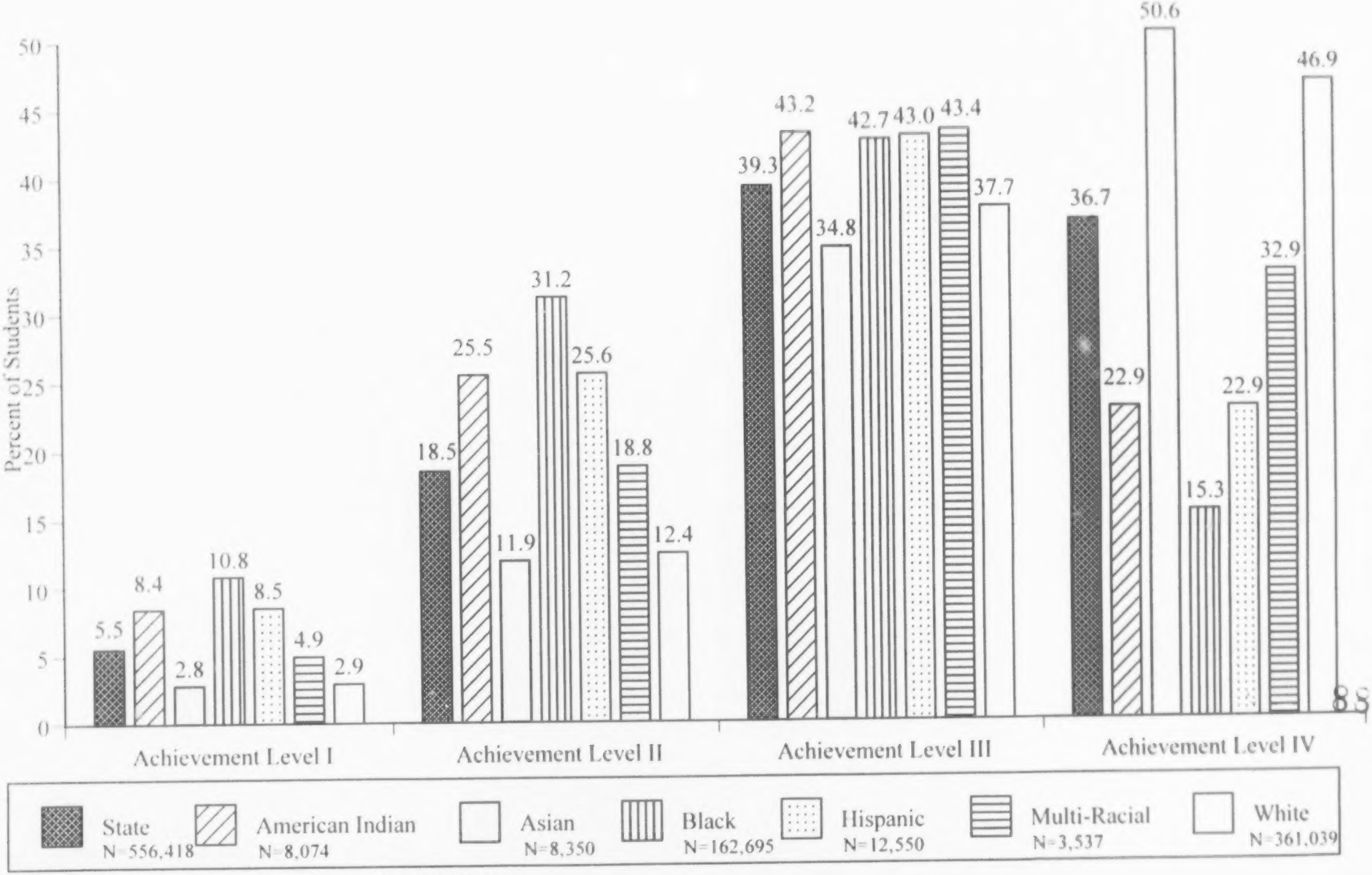
Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after October 13, 1998 are not included in this table.

Figure 1. 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grades 3-8 Combined, by Ethnicity



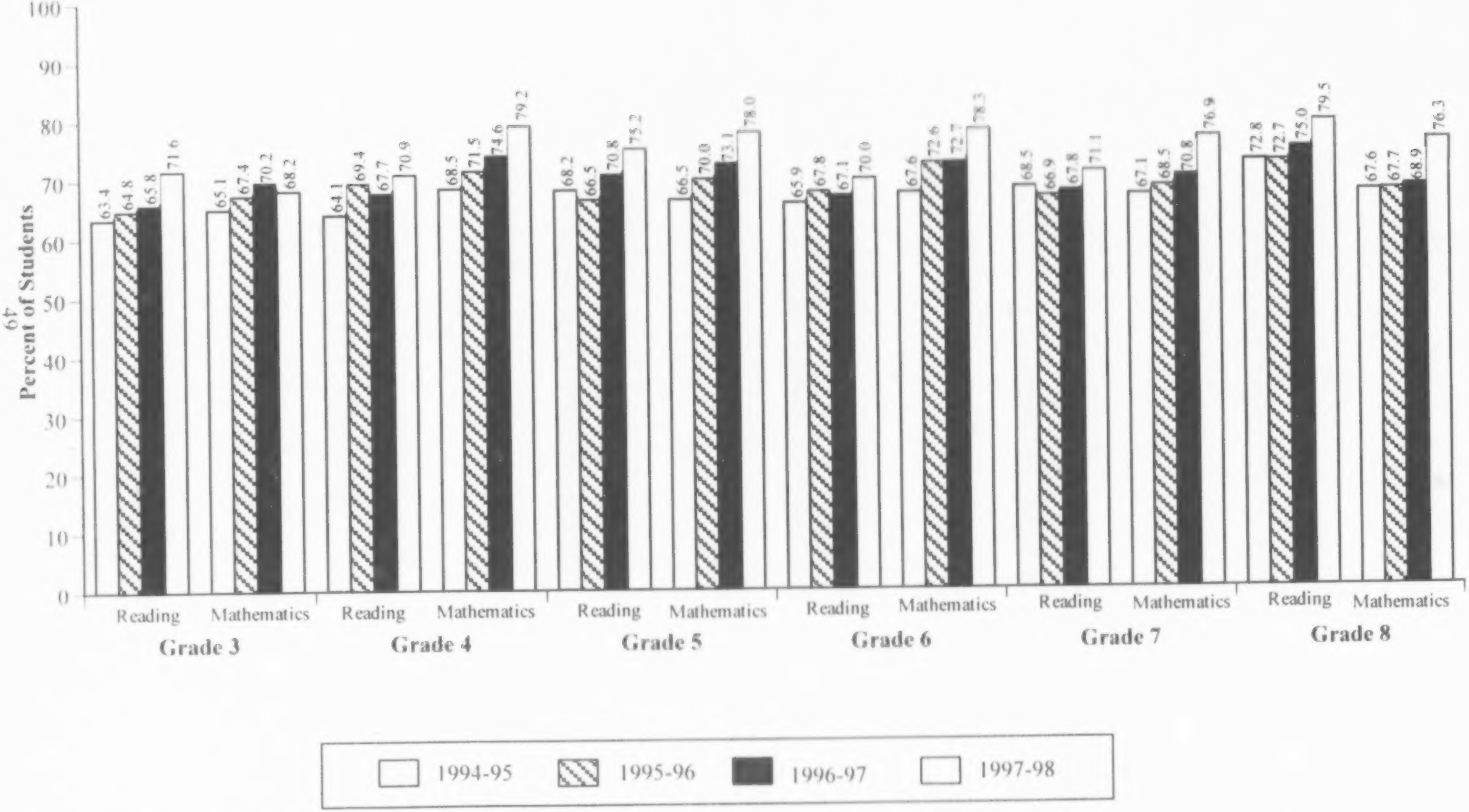
Note: Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 2. 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grades 3-8 Combined, by Ethnicity



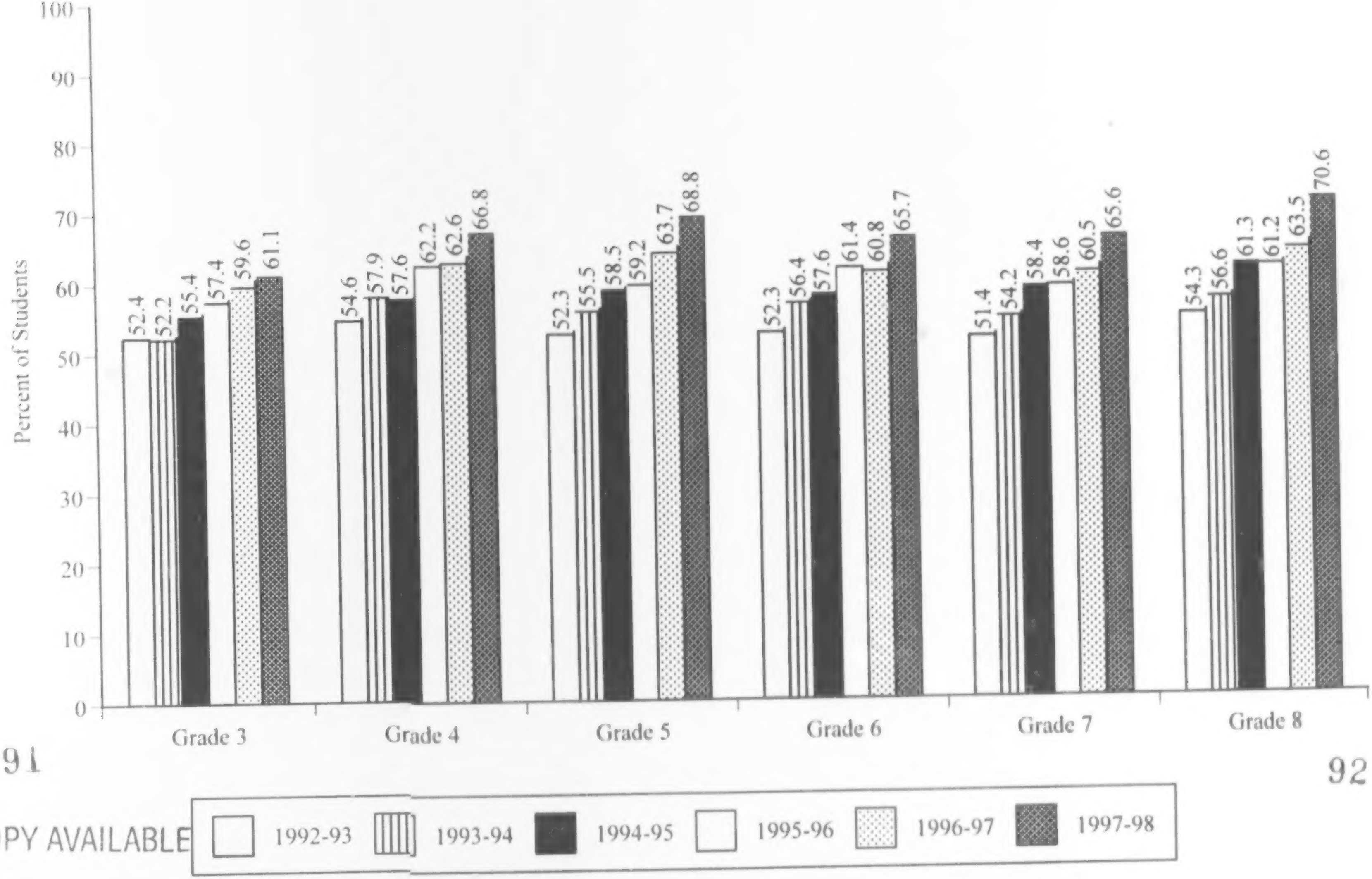
Note: Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 3. 1994-95 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8



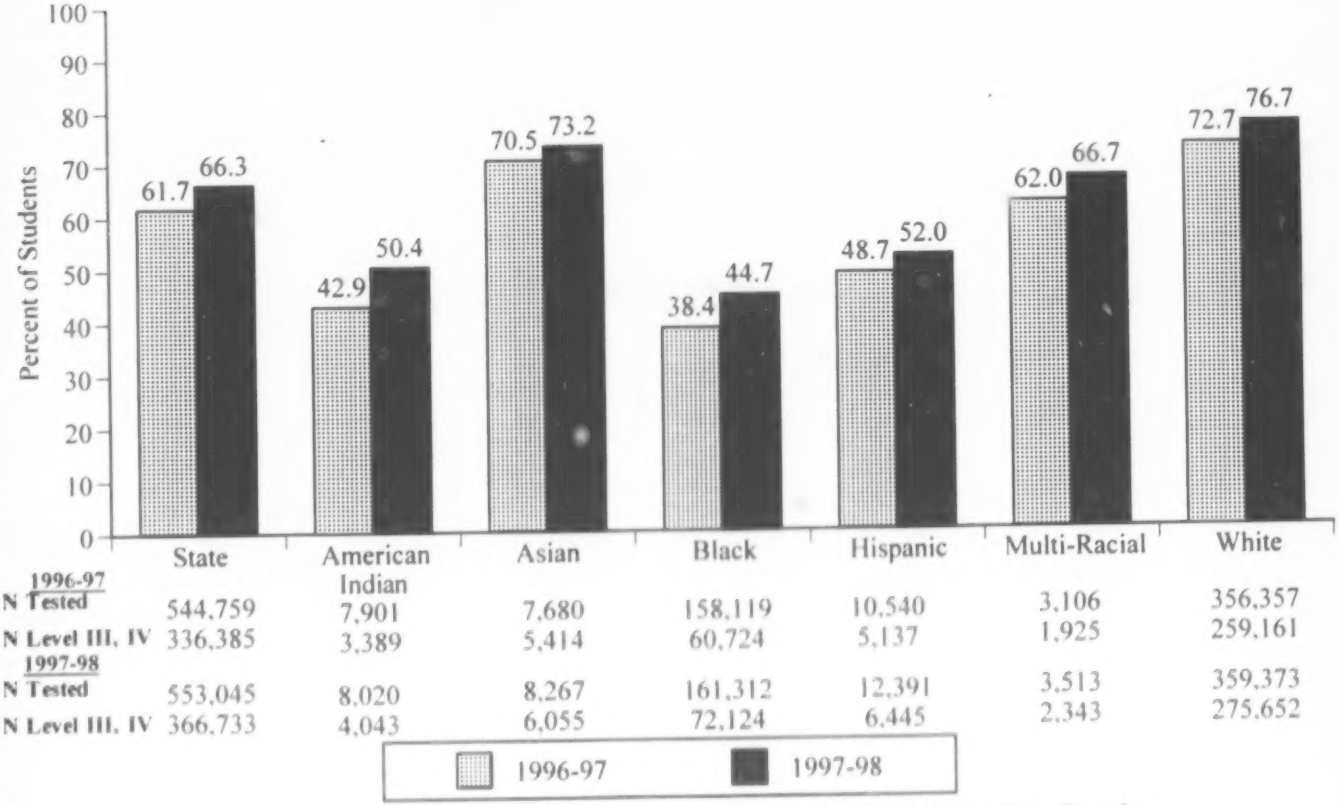
Notes: Data received from LEAs after October 13, 1998 are not included in this figure

Figure 4. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8



Note: Data received from LEAs after October 13, 1998 are not included in this figure.

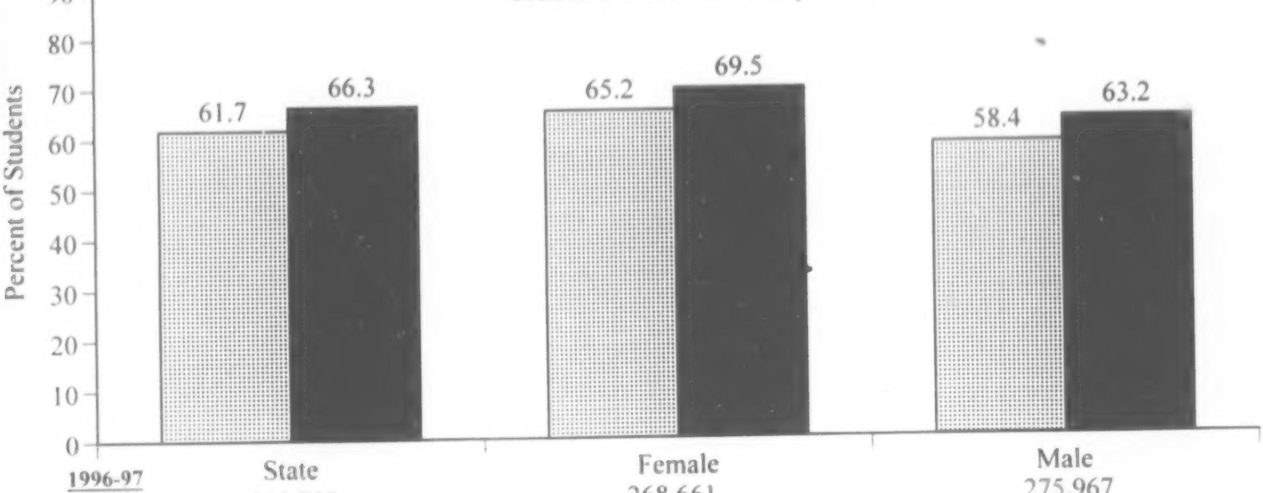
Figure 5. 1996-97 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	544,759	7,901	7,680	158,119	10,540	3,106	356,357
N Level III, IV	336,385	3,389	5,414	60,724	5,137	1,925	259,161
1997-98							
N Tested	553,045	8,020	8,267	161,312	12,391	3,513	359,373
N Level III, IV	366,733	4,043	6,055	72,124	6,445	2,343	275,652

▨ 1996-97 ■ 1997-98

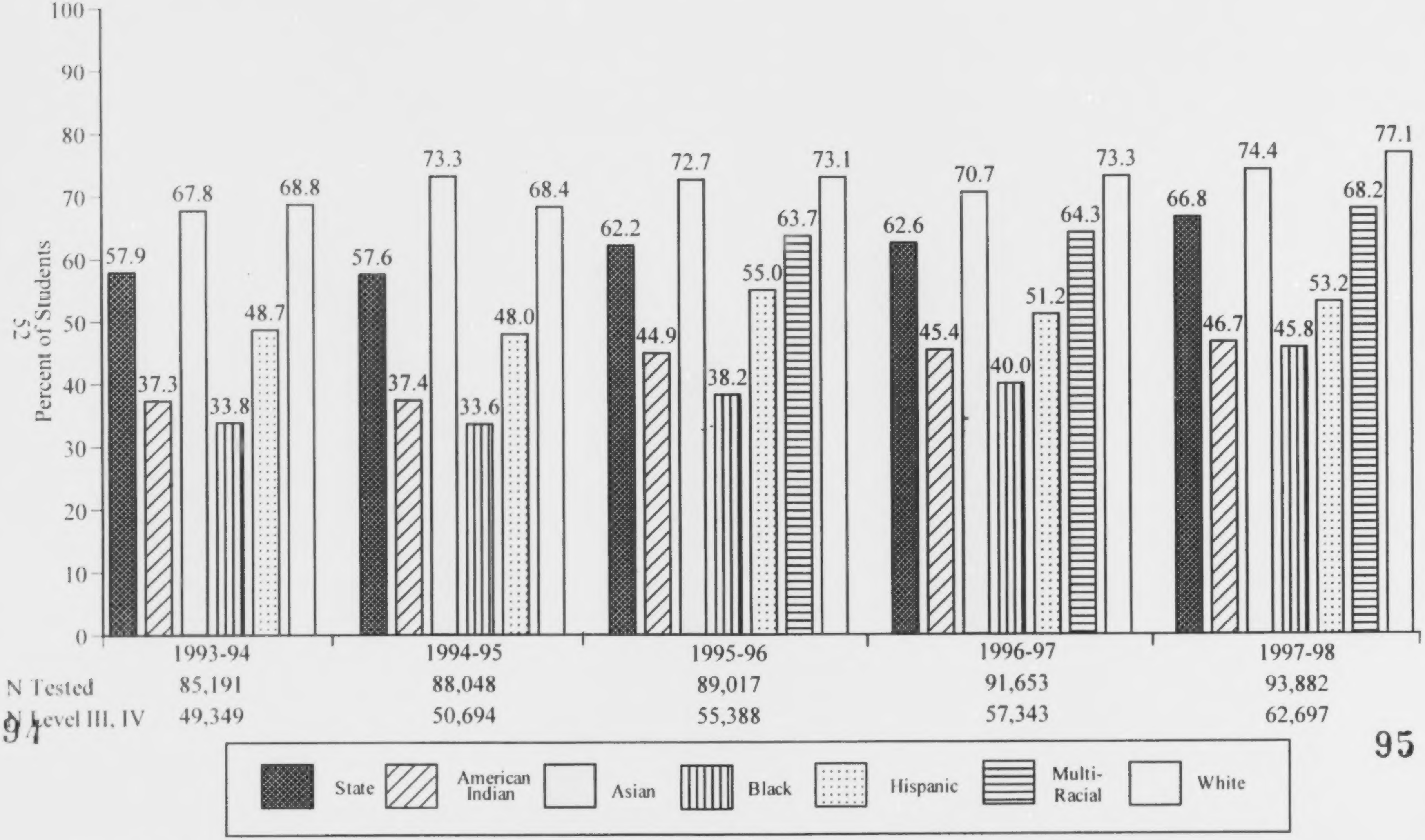
Figure 6. 1996-97 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Gender



	State	Female	Male
1996-97			
N Tested	544,759	268,661	275,967
N Level III, IV	336,385	175,154	161,165
1997-98			
N Tested	553,045	273,634	279,391
N Level III, IV	366,733	190,175	176,554

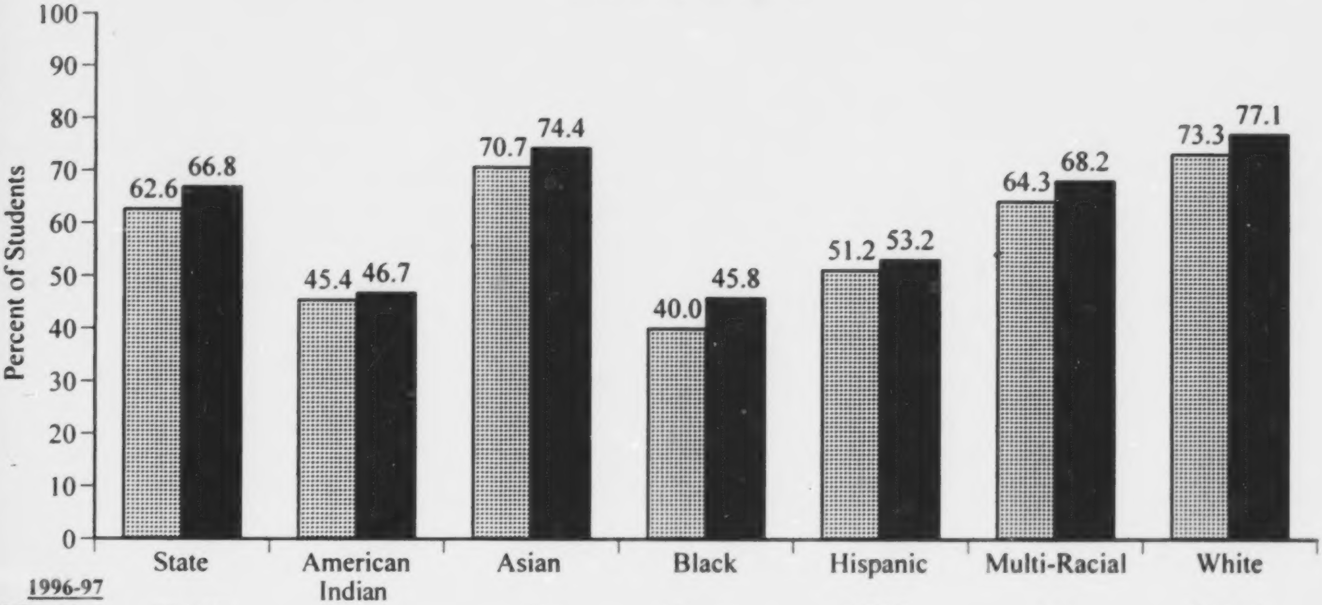
Notes "N Tested" and "N Level III, IV" for the ethnicity and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 13, 1998 are not included in these figures

Figure 7. 1993-94 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grade 4, by Ethnicity



Note: Multi-Racial results were not reported in 1993-94 or 1994-95.
Data received from LEAs after October 13, 1998 are not included in this figure.

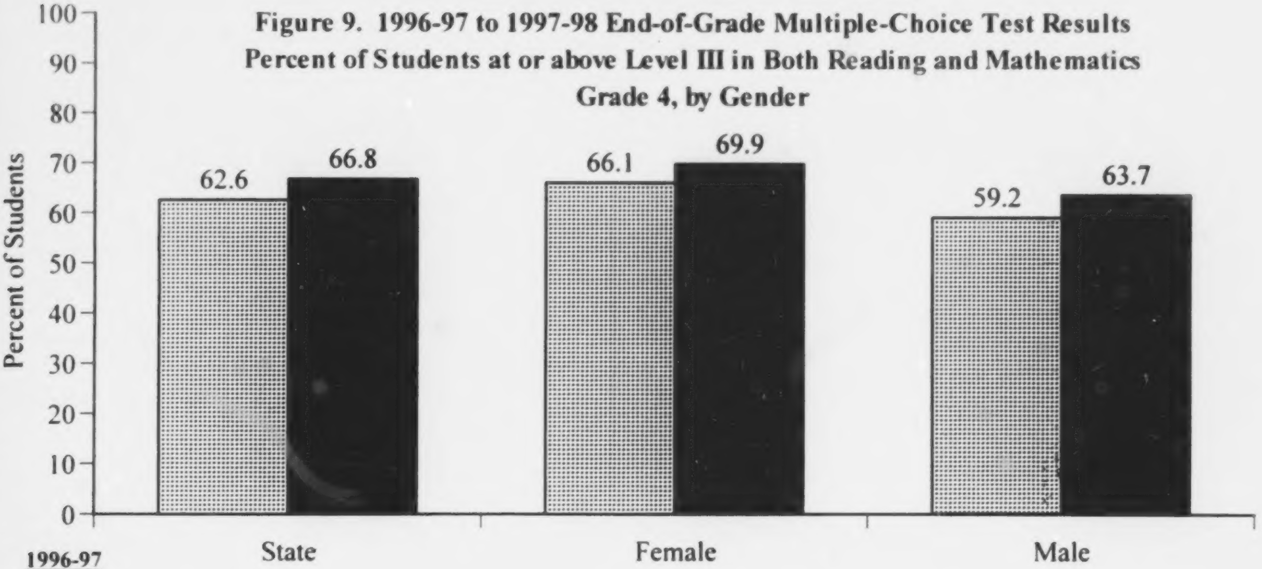
Figure 8. 1996-97 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grade 4, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	91,653	1,393	1,214	26,752	1,902	561	59,661
N Level III, IV	57,343	632	858	10,691	973	361	43,724
1997-98							
N Tested	93,882	1,290	1,357	27,606	2,259	711	60,629
N Level III, IV	62,697	603	1,009	12,640	1,202	485	46,742

▨ 1996-97 ■ 1997-98

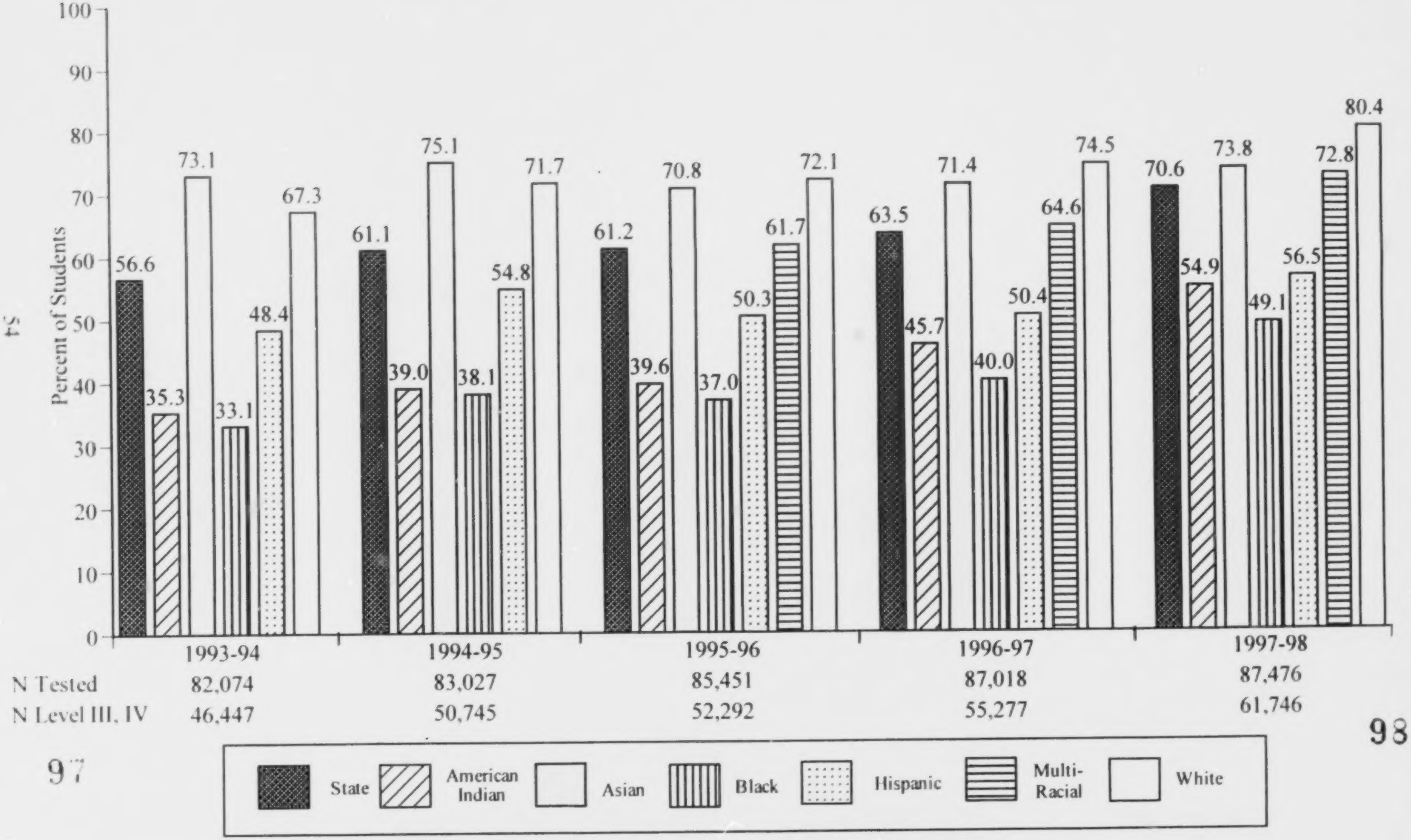
Figure 9. 1996-97 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grade 4, by Gender



	State	Female	Male
1996-97			
N Tested	91,653	45,339	46,297
N Level III, IV	57,343	29,950	27,385
1997-98			
N Tested	93,882	46,715	47,164
N Level III, IV	62,697	32,637	30,060

Notes "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only
Data received from LEAs after October 13, 1998 are not included in these figures

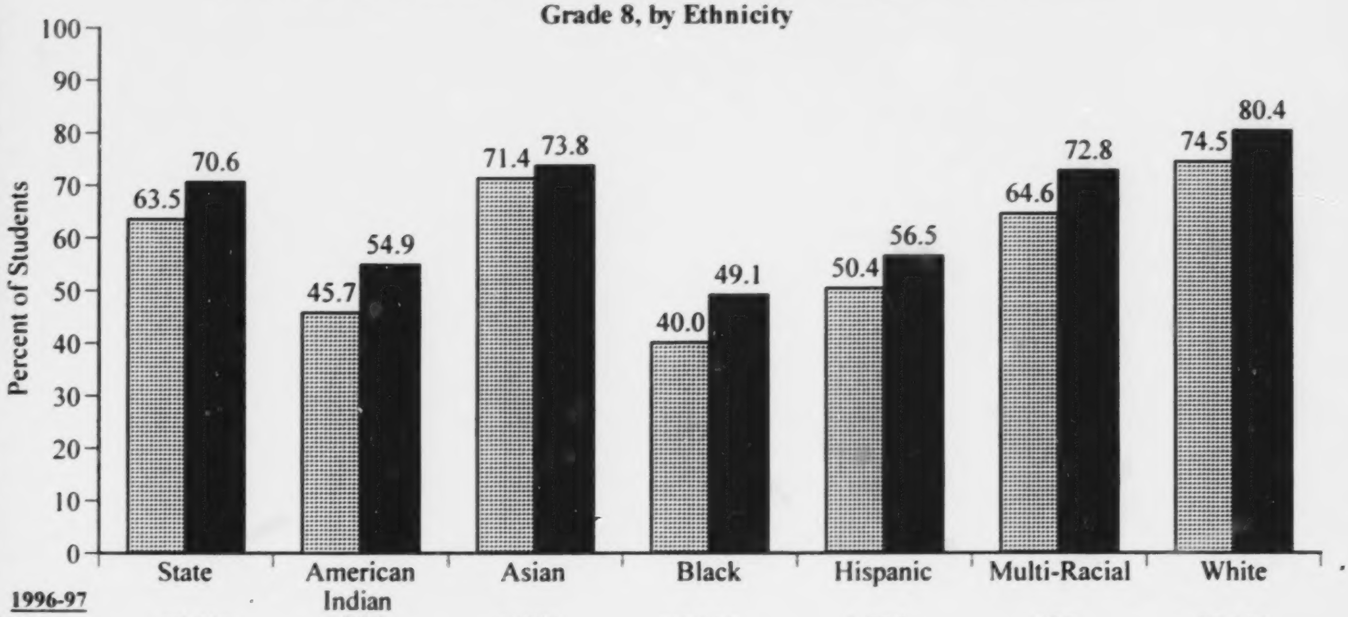
Figure 10. 1993-94 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grade 8, by Ethnicity



	1993-94	1994-95	1995-96	1996-97	1997-98
N Tested	82,074	83,027	85,451	87,018	87,476
N Level III, IV	46,447	50,745	52,292	55,277	61,746

Notes: Multi-Racial results were not reported in 1993-94 or 1994-95.
Data received from LEAs after October 13, 1998 are not included in this figure.

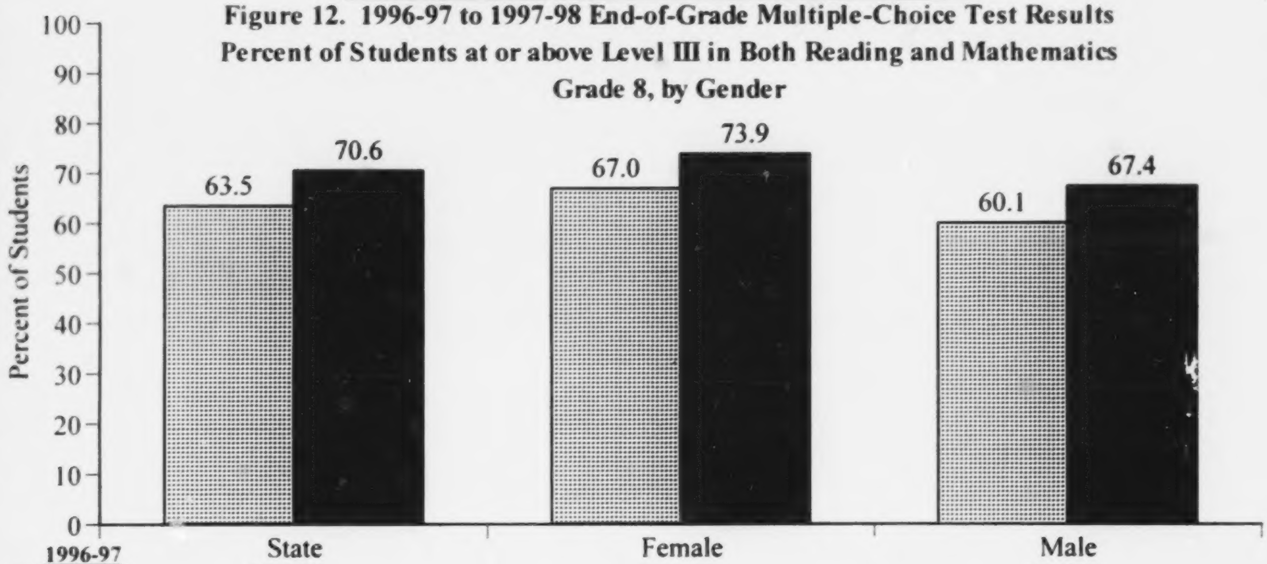
Figure 11. 1996-97 to 1997-98 End-of-Grade Multiple-Choice Test Results Percent of Students at or above Level III in Both Reading and Mathematics Grade 8, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	87,018	1,288	1,250	25,200	1,525	457	57,131
N Level III, IV	55,277	589	893	10,088	768	295	42,546
1997-98							
N Tested	87,476	1,318	1,384	24,602	1,737	430	57,978
N Level III, IV	61,746	724	1,022	12,075	981	313	46,618

▨ 1996-97 ■ 1997-98

Figure 12. 1996-97 to 1997-98 End-of-Grade Multiple-Choice Test Results Percent of Students at or above Level III in Both Reading and Mathematics Grade 8, by Gender



	State	Female	Male
1996-97			
N Tested	87,018	43,189	43,811
N Level III, IV	55,277	28,931	26,338
1997-98			
N Tested	87,476	43,176	44,297
N Level III, IV	61,746	31,907	29,839

Notes "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only

Data received from LEAs after October 13, 1998 are not included in these figures

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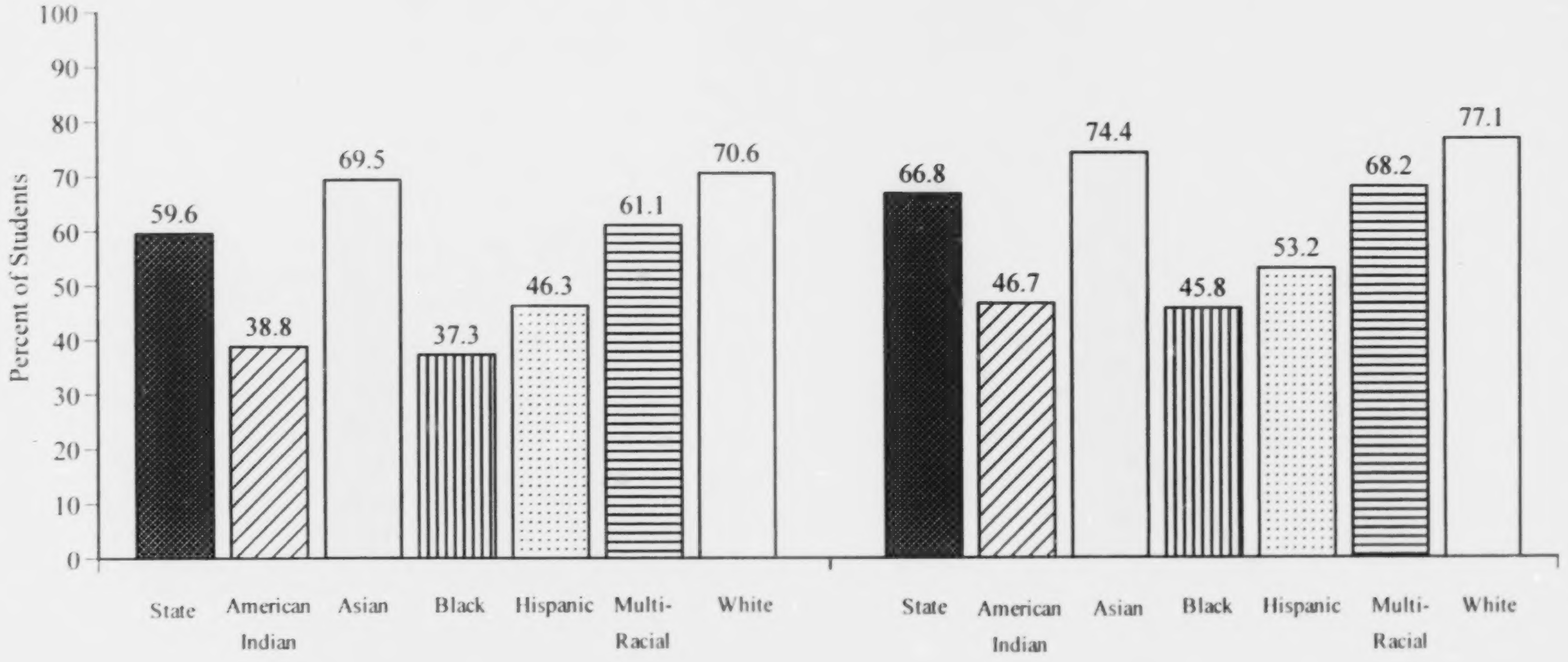
Figure 13. 1996-97 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Cohort Comparison, Grade 3 to Grade 4

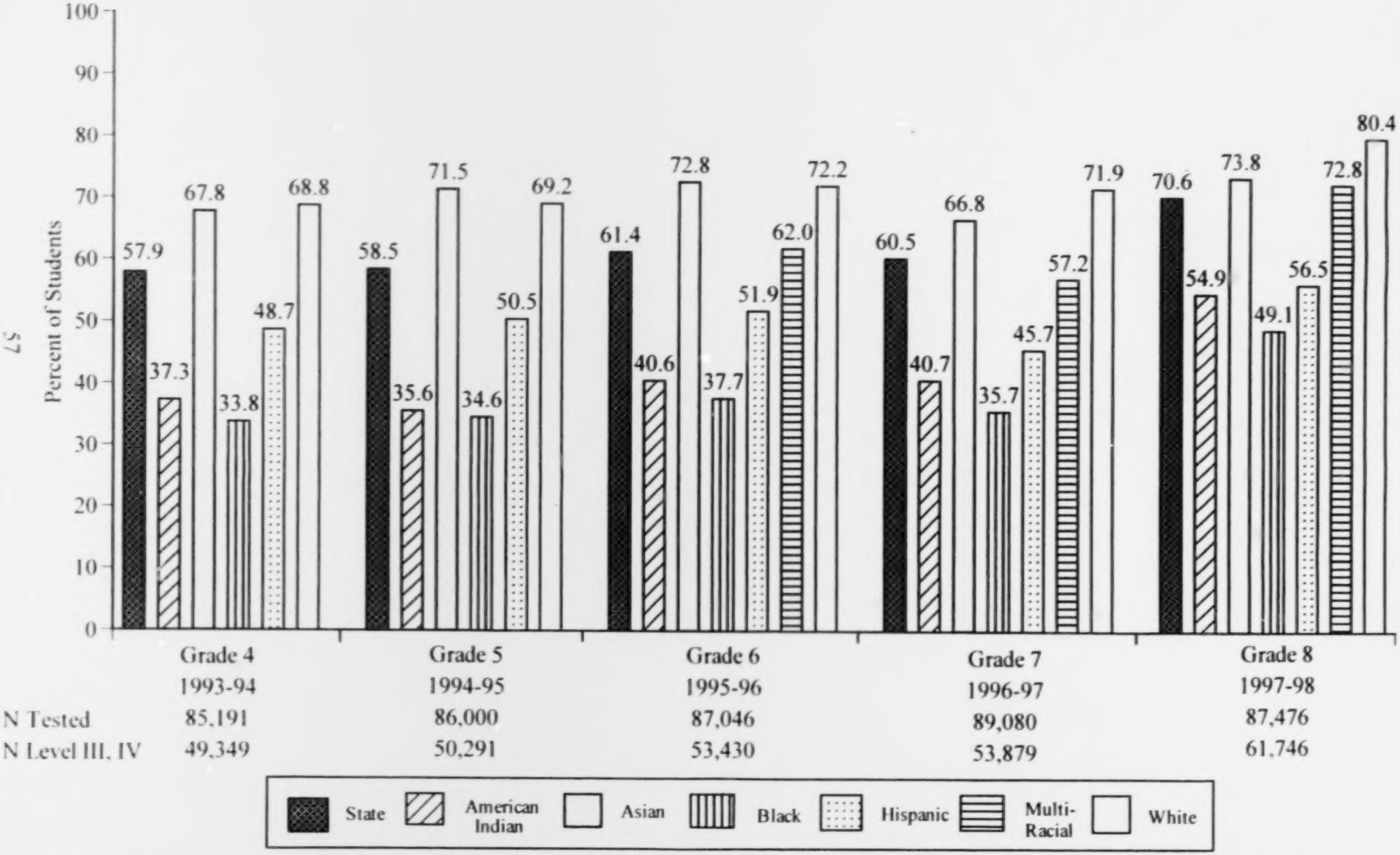


Grade 3
1996-97
N Tested = 95,114
N Level III, IV = 56,662

Grade 4
1997-98
N Tested = 93,882
N Level III, IV = 62,697

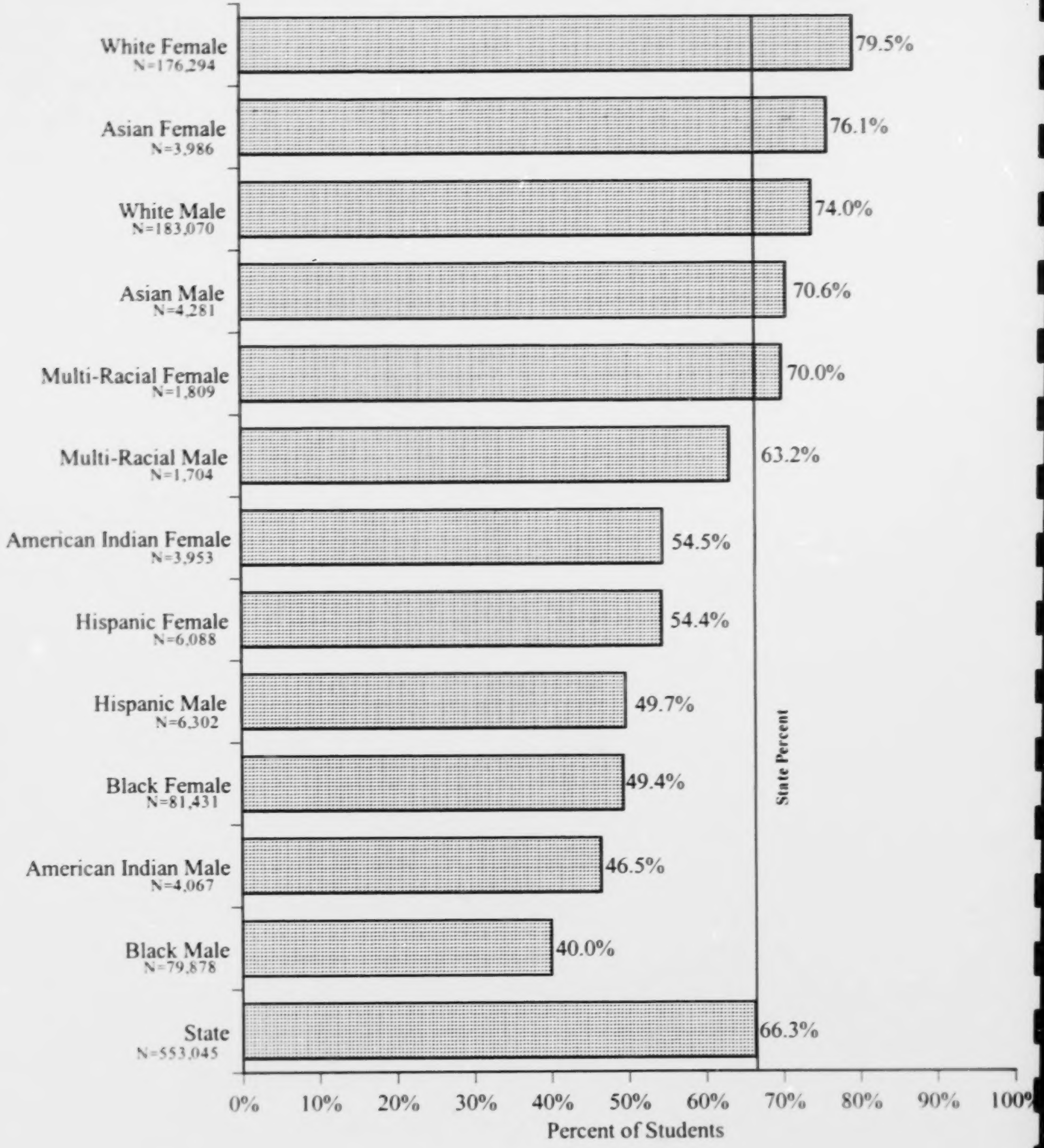
Note: Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 14. 1993-94 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Cohort Comparison, Grade 4 to Grade 8



Notes: Multi-Racial results were not reported in 1993-94 or 1994-95.
Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 15. 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8, by Gender and Ethnicity



Notes: Data received from LEAs after October 13, 1998 are not included in this figure

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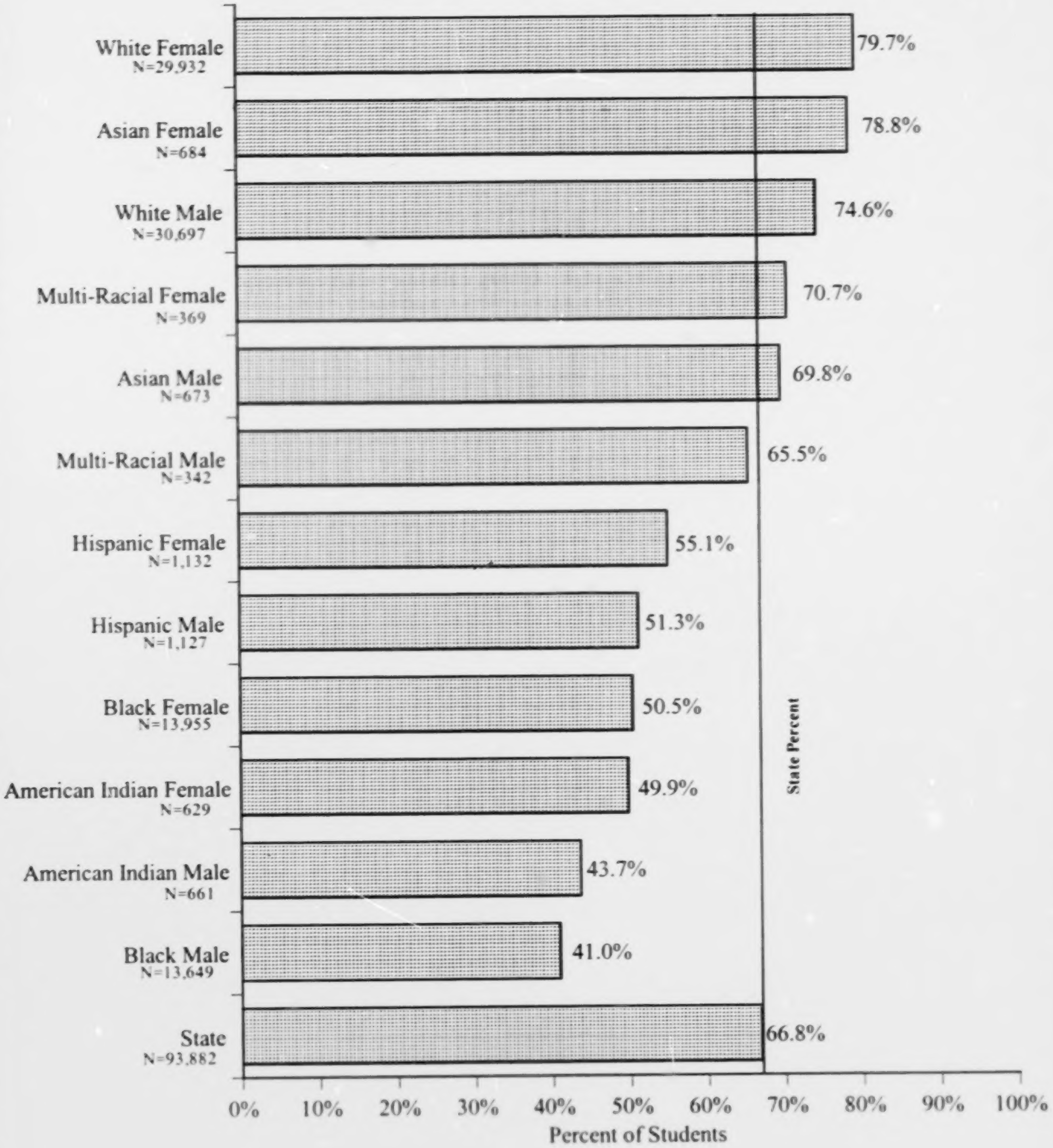
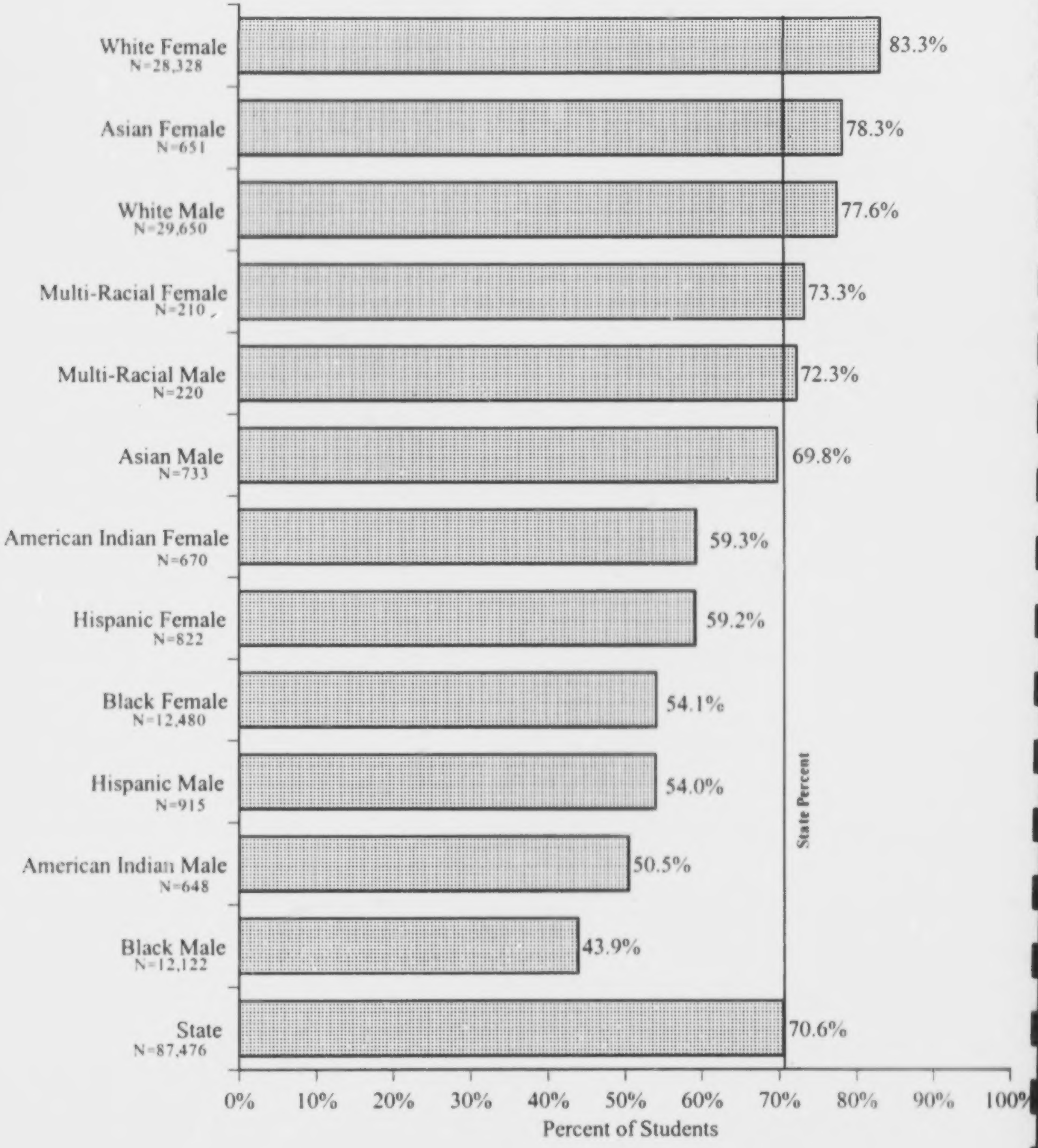
Figure 16. 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grade 4 by Gender and Ethnicity



Notes: Data received from LEAs after October 13, 1998 are not included in this figure

Figure 17. 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grade 8 by Gender and Ethnicity



Notes: Data received from LEAs after October 13, 1998 are not included in this figure.

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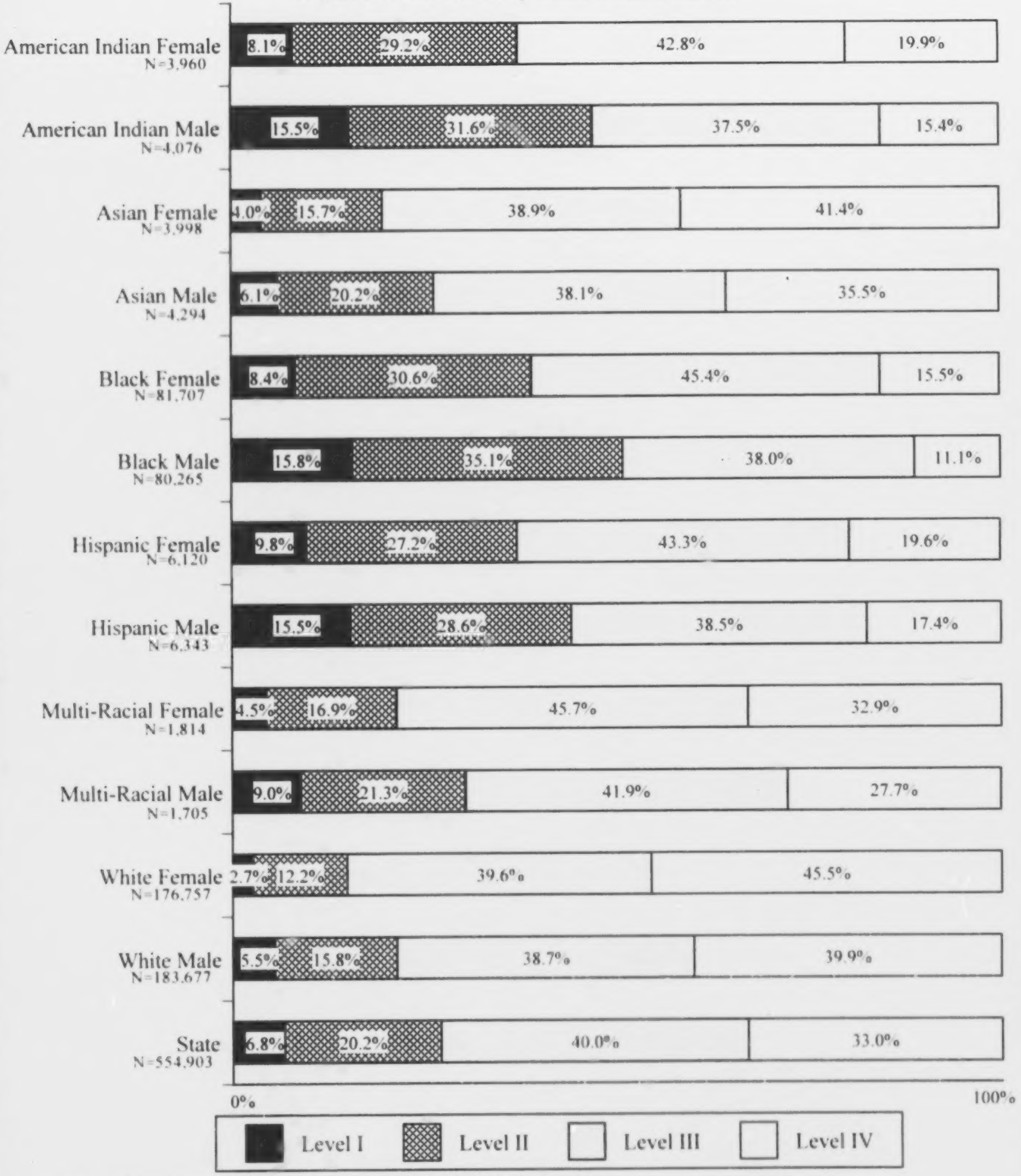
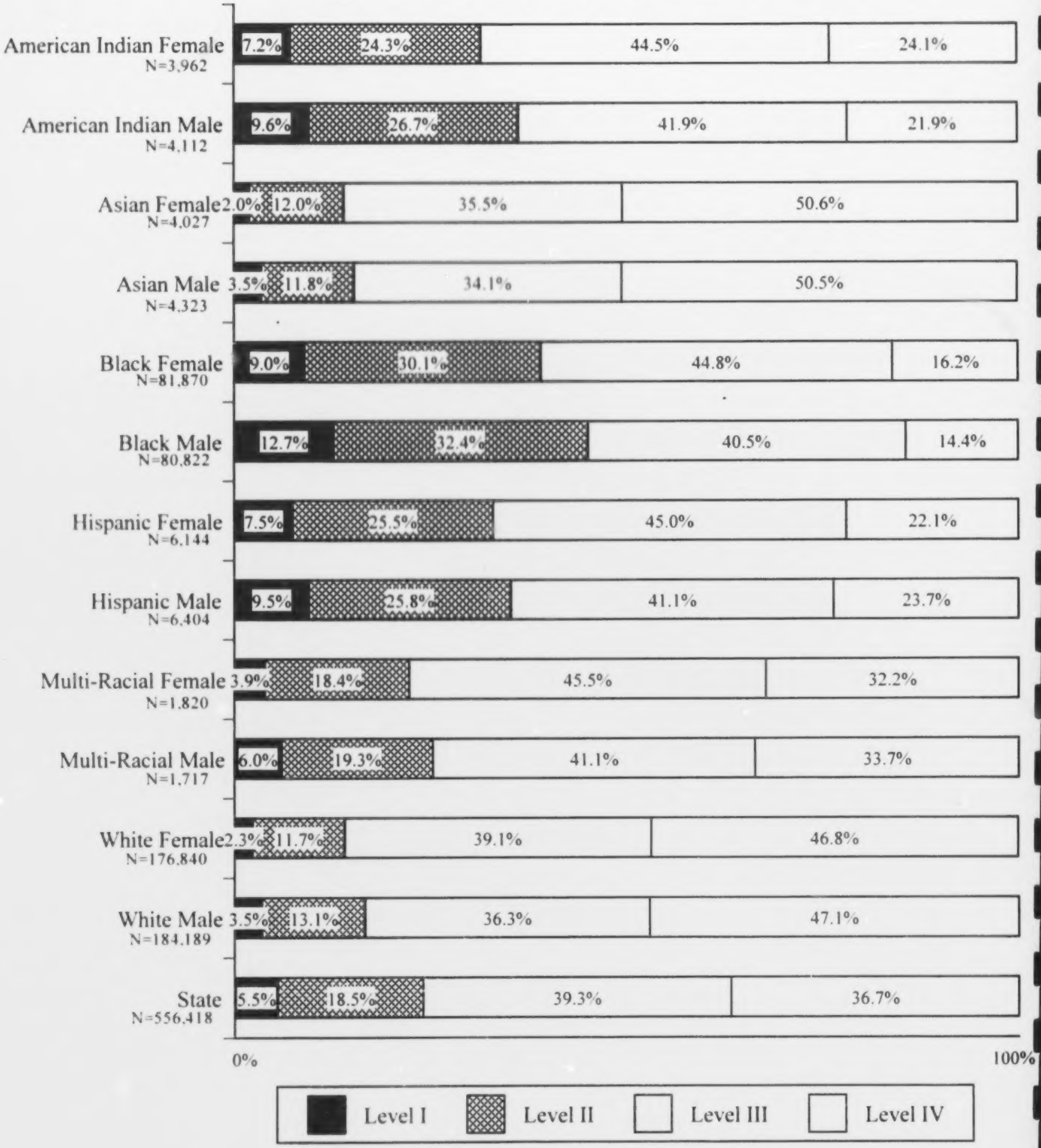
Figure 18. 1997-98 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading Grades 3-8 Combined, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 19. 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grades 3-8 Combined, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 20. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Gains in Mean Scale Scores - Reading
Grades 3-8

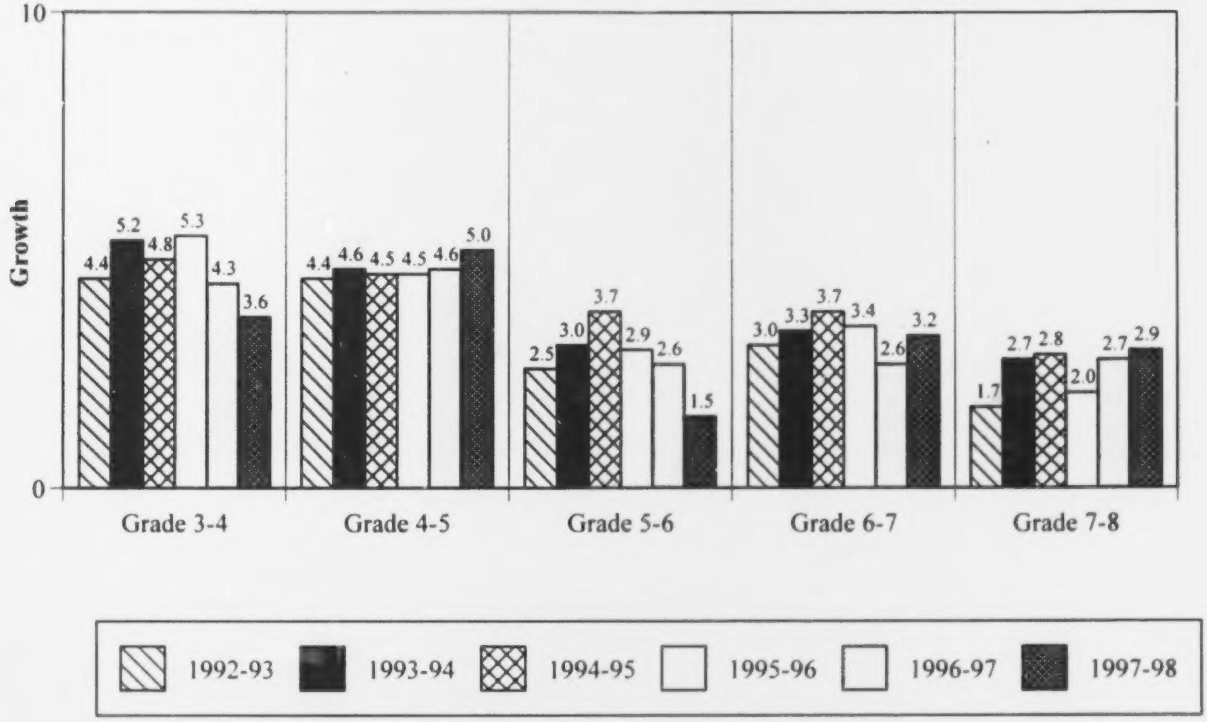
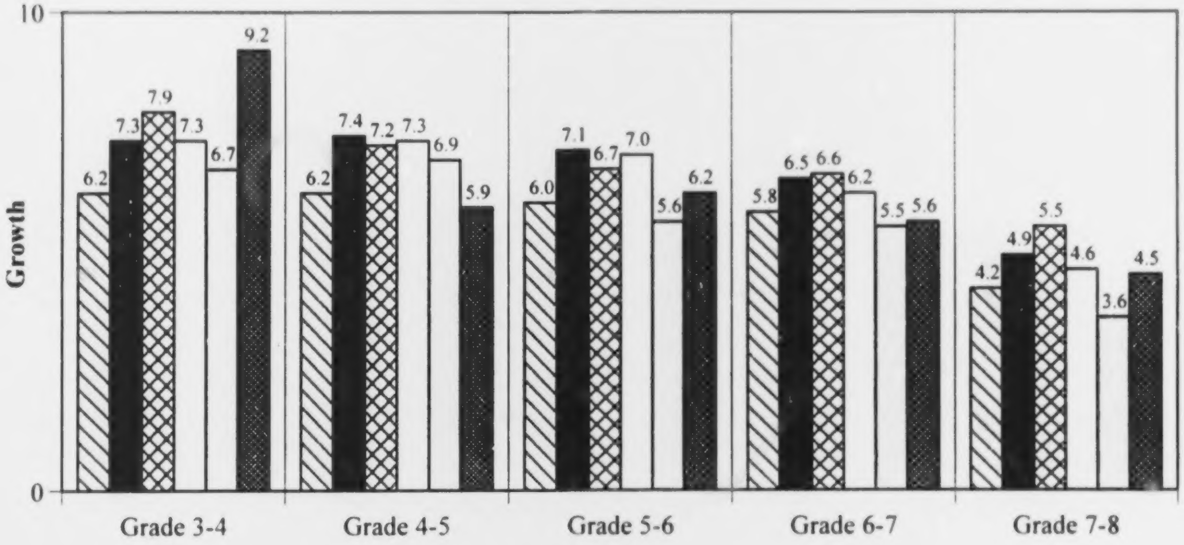


Figure 21. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Gains in Mean Scale Scores - Mathematics
Grades 3-8



Note: Data received from LEAs after October 13, 1998 are not included in these figures.

Table 9. 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level, by Grade and Ethnicity

R=Reading M=Mathematics

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	R	M	R	M	R	M	R	M	R	M	R	M
American Indian												
Achievement Level I	14.4	11.9	14.3	5.8	11.6	9.9	11.1	5.2	13.5	9.6	5.9	7.5
Achievement Level II	28.0	31.1	32.8	26.9	28.3	23.6	33.1	22.7	31.1	22.0	29.6	26.5
Achievement Level III	36.4	40.1	38.5	45.4	42.5	42.6	39.1	46.2	38.1	42.1	46.0	42.9
Achievement Level IV	21.1	16.9	14.4	22.0	17.6	23.9	16.8	25.9	17.2	26.3	18.5	23.1
% Students at III or IV	**57.5**	**56.9**	**52.9**	**67.4**	**60.1**	**66.5**	**55.9**	**72.1**	**55.3**	**68.4**	**64.5**	**66.0**
Asian												
Achievement Level I	5.4	3.2	6.0	2.0	3.2	2.1	6.3	2.7	6.7	2.7	2.7	3.9
Achievement Level II	15.7	19.0	18.3	9.2	18.4	9.0	18.5	9.9	19.3	11.5	18.1	12.3
Achievement Level III	38.1	36.4	40.1	38.2	36.3	33.2	38.6	35.0	36.4	31.8	41.5	34.0
Achievement Level IV	40.8	41.3	35.6	50.7	42.0	55.6	36.6	52.4	37.5	54.0	37.7	49.8
% Students at III or IV	**78.9**	**77.8**	**75.7**	**88.9**	**78.3**	**88.8**	**75.2**	**87.4**	**73.9**	**85.8**	**79.2**	**83.8**
Black												
Achievement Level I	14.6	13.7	13.8	7.9	10.9	11.5	13.3	10.0	12.9	10.5	6.3	11.1
Achievement Level II	31.1	38.8	33.8	29.4	31.1	27.1	36.4	28.9	34.6	30.7	30.0	31.8
Achievement Level III	39.3	37.2	41.2	46.4	43.1	43.0	38.4	45.2	39.5	43.4	49.8	41.2
Achievement Level IV	15.0	10.4	11.2	16.3	14.9	18.4	11.9	15.9	12.9	15.4	14.0	15.8
% Students at III or IV	**54.4**	**47.6**	**52.3**	**62.7**	**58.0**	**61.4**	**50.3**	**61.2**	**52.5**	**58.8**	**63.8**	**57.1**
Hispanic												
Achievement Level I	15.5	9.4	13.5	6.3	11.3	7.8	13.2	10.1	13.4	8.4	8.3	9.3
Achievement Level II	26.2	33.5	29.2	23.2	25.2	24.0	31.6	22.0	28.8	24.8	27.0	24.8
Achievement Level III	37.8	41.1	41.9	45.1	42.6	42.3	39.4	45.2	39.2	42.0	44.8	42.0
Achievement Level IV	20.5	15.9	15.4	25.3	21.0	25.8	15.8	22.8	18.6	24.9	19.9	23.9
% Students at III or IV	**58.3**	**57.0**	**57.2**	**70.4**	**63.6**	**68.2**	**55.2**	**68.0**	**57.8**	**66.9**	**64.7**	**65.9**
Multi-Racial												
Achievement Level I	9.7	6.3	7.0	2.9	5.2	4.9	6.5	6.7	6.3	5.1	3.2	3.4
Achievement Level II	17.9	25.9	20.3	16.3	19.1	15.1	24.1	15.2	18.8	20.3	13.2	17.7
Achievement Level III	40.9	43.0	46.3	45.1	41.8	43.6	41.7	44.1	43.8	41.5	51.3	42.1
Achievement Level IV	31.5	24.9	26.4	35.6	33.9	36.3	27.7	34.1	31.1	33.1	32.3	36.8
% Students at III or IV	**72.4**	**67.8**	**72.7**	**80.7**	**75.7**	**80.0**	**69.4**	**78.1**	**74.9**	**74.6**	**83.6**	**78.9**
White												
Achievement Level I	5.3	3.7	4.9	2.1	3.7	3.2	4.4	2.6	4.7	3.0	1.9	2.8
Achievement Level II	14.1	17.7	14.9	10.7	12.8	11.0	16.1	11.1	15.2	11.7	11.2	12.3
Achievement Level III	34.8	41.0	41.7	39.4	39.1	35.3	39.7	38.4	38.8	36.0	41.0	35.9
Achievement Level IV	45.8	37.6	38.5	47.8	44.4	50.6	39.9	47.9	41.3	49.3	45.9	49.0
% Students at III or IV	**80.6**	**78.6**	**80.2**	**87.2**	**83.5**	**85.8**	**79.5**	**86.3**	**80.1**	**85.3**	**86.9**	**84.9**

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	N*	%	N	%	N	%	N	%	N	%	N	%
American Indian	1,420	1.4	1,294	1.4	1,384	1.5	1,330	1.5	1,285	1.4	1,323	1.5
Asian	1,418	1.4	1,358	1.4	1,301	1.4	1,422	1.6	1,397	1.5	1,396	1.6
Black	29,926	30.4	27,691	29.4	26,440	28.9	26,700	29.1	26,463	29.0	24,756	28.2
Hispanic	2,420	2.5	2,271	2.4	2,157	2.4	1,964	2.1	1,899	2.1	1,753	2.0
Multi-Racial	793	0.8	711	0.8	613	0.7	506	0.6	463	0.5	433	0.5
White	62,390	63.4	60,753	64.6	59,639	65.2	59,713	65.2	59,733	65.5	58,215	66.2
Total	98,367		94,078		91,534		91,635		91,240		87,876	

Notes: Due to rounding, some ethnicity categories in some grades may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
*"N" is the number of students who took the end-of-grade test in reading.
When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category or they may have coded in "Other".
Data received from LEAs after October 13, 1998 are not included in this table.

Table 10. 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level
by Grade and Gender

	Male				Female			
	Reading		Math		Reading		Math	
	N	%	N	%	N	%	N	%
Grade 3								
Achievement Level I	5,366	10.9	3,933	7.9	3,057	6.2	3,008	6.1
Achievement Level II	10,379	21.1	12,209	24.6	9,102	18.5	12,276	24.9
Achievement Level III	17,146	34.8	18,974	38.2	18,606	37.9	20,358	41.4
Achievement Level IV	16,373	33.2	14,502	29.2	18,350	37.4	13,573	27.6
Students at III or IV	**33,519**	**68.0**	**33,476**	**67.5**	**36,956**	**75.2**	**33,931**	**68.9**
Grade 4	N	%	N	%	N	%	N	%
Achievement Level I	4,713	10.0	2,163	4.5	2,725	5.8	1,592	3.4
Achievement Level II	10,782	22.8	8,072	17.0	9,121	19.5	7,771	16.6
Achievement Level III	18,886	39.9	19,401	40.8	20,198	43.2	20,009	42.7
Achievement Level IV	12,918	27.3	17,966	37.7	14,762	31.5	17,522	37.4
Students at III or IV	**31,804**	**67.2**	**37,367**	**78.5**	**34,960**	**74.7**	**37,531**	**80.0**
Grade 5	N	%	N	%	N	%	N	%
Achievement Level I	3,591	7.8	3,166	6.8	1,958	4.3	2,202	4.8
Achievement Level II	9,373	20.3	7,668	16.5	7,798	17.2	7,168	15.8
Achievement Level III	18,069	39.2	16,769	36.1	18,891	41.6	17,972	39.5
Achievement Level IV	15,089	32.7	18,813	40.5	16,794	37.0	18,166	39.9
Students at III or IV	**33,158**	**71.9**	**35,582**	**76.7**	**35,685**	**78.5**	**36,138**	**79.4**
Grade 6	N	%	N	%	N	%	N	%
Achievement Level I	4,496	9.6	2,838	6.1	2,206	4.9	1,756	3.9
Achievement Level II	11,439	24.5	8,636	18.4	9,331	20.8	6,662	14.8
Achievement Level III	17,440	37.3	18,134	38.7	18,570	41.3	19,186	42.7
Achievement Level IV	13,369	28.6	17,253	36.8	14,817	33.0	17,337	38.6
Students at III or IV	**30,809**	**65.9**	**35,387**	**75.5**	**33,387**	**74.3**	**36,523**	**81.3**
Grade 7	N	%	N	%	N	%	N	%
Achievement Level I	4,633	10.0	3,037	6.5	2,140	4.8	1,909	4.3
Achievement Level II	11,011	23.7	8,666	18.6	8,556	19.1	7,472	16.7
Achievement Level III	17,416	37.5	16,930	36.4	18,155	40.5	18,062	40.3
Achievement Level IV	13,431	28.9	17,936	38.5	15,924	35.6	17,354	38.7
Students at III or IV	**30,847**	**66.4**	**34,866**	**74.9**	**34,079**	**76.1**	**35,416**	**79.1**
Grade 8	N	%	N	%	N	%	N	%
Achievement Level I	2,139	4.8	2,857	6.4	809	1.9	1,883	4.3
Achievement Level II	8,623	19.4	8,713	19.5	6,479	14.9	7,388	17.0
Achievement Level III	19,040	42.8	15,990	35.9	19,365	44.7	17,106	39.4
Achievement Level IV	14,729	33.1	17,033	38.2	16,716	38.5	17,004	39.2
Students at III or IV	**33,769**	**75.8**	**33,023**	**74.1**	**36,081**	**83.2**	**34,110**	**78.6**

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	49,264	50.1	47,299	50.3	46,122	50.4	46,744	51.0	46,491	50.9	44,531	50.7
Female	49,115	49.9	46,806	49.7	45,441	49.6	44,924	49.0	44,775	49.1	43,369	49.3

Notes: Due to rounding, some categories in some grades may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
When summed, male and female N-counts may not match the state N-counts because students may not have identified themselves as male or female.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 11. 1997-98 End-of-Grade Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency
Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematic
3	All Students	98,389	100.0	61.1	145.7	142.3
	Not Exceptional	81,788	83.4	63.2	146.1	142.5
	Academically Gifted	5,071	5.2	98.6	157.0	156.0
	Students with Disabilities	11,199	11.4			
	Behaviorally-Emotionally Handicapped	661	0.7	19.5	135.9	131.3
	Hearing Impaired	112	0.1	21.6	137.2	134.0
	Educable Mentally Handicapped	619	0.6	2.8	130.6	123.5
	Specific Learning Disabled	6,092	6.2	22.4	135.6	134.9
	Speech-Language Impaired	2,523	2.6	48.5	142.6	139.0
	Visually Impaired	51	0.1	47.1	140.8	138.8
	Other Health Impaired	916	0.9	26.8	138.2	133.5
	Orthopedically Impaired	58	0.1	29.1	140.6	131.4
	Traumatic Brain Injured	22	0.0	*	*	*
	Other Exceptional Classifications	145	0.1	31.7	138.6	135.4
	Section 504	1,622	1.6	34.6	139.9	136.7
	Limited English Proficient	1,197	1.2	29.7	137.8	136.1
Grade						
4	All Students	94,109	100.0	66.8	149.3	151.5
	Not Exceptional	70,308	74.9	66.8	148.7	150.5
	Academically Gifted	12,475	13.3	99.4	160.5	164.4
	Students with Disabilities	11,141	11.9			
	Behaviorally-Emotionally Handicapped	829	0.9	22.9	139.8	140.1
	Hearing Impaired	139	0.1	35.6	142.8	144.5
	Educable Mentally Handicapped	669	0.7	1.5	133.8	132.6
	Specific Learning Disabled	6,857	7.3	28.1	140.1	143.8
	Speech-Language Impaired	1,408	1.5	52.1	145.7	148.1
	Visually Impaired	38	0.0	68.4	149.3	150.8
	Other Health Impaired	1,000	1.1	30.9	141.6	142.1
	Orthopedically Impaired	58	0.1	30.9	143.2	140.7
	Traumatic Brain Injured	9	0.0	*	*	*
	Other Exceptional Classifications	134	0.1	41.4	142.9	144.2
	Section 504	1,720	1.8	40.6	143.7	145.7
	Limited English Proficient	1,026	1.1	31.9	141.1	145.3

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 11. 1997-98 End-of-Grade Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency
Grades 3-8 (continued)

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	91,566	100.0	68.8	154.3	157.4
	Not Exceptional	66,525	72.8	68.5	153.5	156.3
	Academically Gifted	14,100	15.4	99.3	164.3	169.6
	Students with Disabilities	10,728	11.7			
	Behaviorally-Emotionally Handicapped	857	0.9	26.6	145.4	146.8
	Hearing Impaired	138	0.2	44.1	148.3	150.9
	Educable Mentally Handicapped	710	0.8	2.3	139.0	139.8
	Specific Learning Disabled	7,011	7.7	29.6	145.5	149.6
	Speech-Language Impaired	769	0.8	48.0	149.7	153.2
	Visually Impaired	41	0.0	39.0	147.7	149.6
	Other Health Impaired	983	1.1	34.0	147.3	148.6
	Orthopedically Impaired	47	0.1	42.6	149.9	150.3
	Traumatic Brain Injured	25	0.0	*	*	*
	Other Exceptional Classifications	147	0.2	40.4	149.0	151.0
	Section 504	1,629	1.8	42.2	148.6	151.6
	Limited English Proficient	897	1.0	32.6	145.9	151.0
6	All Students	91,669	100.0	65.7	155.8	163.6
	Not Exceptional	67,982	74.3	65.5	155.2	162.5
	Academically Gifted	13,039	14.3	99.2	166.5	177.1
	Students with Disabilities	10,448	11.4			
	Behaviorally-Emotionally Handicapped	959	1.0	18.5	145.2	151.5
	Hearing Impaired	118	0.1	37.6	149.4	156.5
	Educable Mentally Handicapped	894	1.0	1.3	139.9	146.5
	Specific Learning Disabled	6,863	7.5	26.3	146.8	155.1
	Speech-Language Impaired	412	0.5	42.4	150.6	157.7
	Visually Impaired	42	0.0	45.0	150.9	157.9
	Other Health Impaired	950	1.0	27.2	148.2	154.2
	Orthopedically Impaired	47	0.1	27.7	150.6	155.1
	Traumatic Brain Injured	21	0.0	*	*	*
	Other Exceptional Classifications	142	0.2	52.1	152.5	160.1
	Section 504	1,118	1.2	40.9	150.9	158.0
	Limited English Proficient	758	0.8	23.3	145.9	155.0

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 11. 1997-98 End-of-Grade Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency
Grades 3-8 (continued)

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	91,267	100.0	65.6	159.0	169.2
	Not Exceptional	68,023	74.7	65.1	158.4	167.9
	Academically Gifted	13,113	14.4	99.3	169.0	183.3
	Students with Disabilities	9,880	10.9			
	Behaviorally-Emotionally Handicapped	1,051	1.2	15.3	148.5	156.5
	Hearing Impaired	105	0.1	31.7	152.8	161.8
	Educable Mentally Handicapped	984	1.1	0.9	143.8	152.1
	Specific Learning Disabled	6,420	7.1	26.3	150.3	160.8
	Speech-Language Impaired	227	0.2	28.8	151.8	161.8
	Visually Impaired	49	0.1	46.9	155.4	166.1
	Other Health Impaired	825	0.9	32.9	152.3	160.6
	Orthopedically Impaired	47	0.1	35.6	154.1	160.1
	Traumatic Brain Injured	16	0.0	*	*	*
	Other Exceptional Classifications	156	0.2	29.7	151.6	160.1
	Section 504	995	1.1	43.4	154.3	163.9
	Limited English Proficient	708	0.8	23.3	149.7	161.7
8	All Students	87,903	100.0	70.6	161.9	173.7
	Not Exceptional	66,210	75.5	70.8	161.3	172.4
	Academically Gifted	12,667	14.4	99.5	171.2	188.1
	Students with Disabilities	8,835	10.1			
	Behaviorally-Emotionally Handicapped	1,024	1.2	15.6	150.9	159.4
	Hearing Impaired	108	0.1	34.3	153.7	165.3
	Educable Mentally Handicapped	1,024	1.2	1.9	146.1	154.9
	Specific Learning Disabled	5,556	6.3	32.0	153.6	164.2
	Speech-Language Impaired	123	0.1	35.2	155.4	165.0
	Visually Impaired	67	0.1	67.2	160.1	171.6
	Other Health Impaired	732	0.8	35.8	155.4	164.2
	Orthopedically Impaired	60	0.1	38.3	157.2	163.8
	Traumatic Brain Injured	15	0.0	*	*	*
	Other Exceptional Classifications	126	0.1	34.9	155.8	164.6
	Section 504	928	1.1	51.2	158.1	168.4
	Limited English Proficient	665	0.8	30.6	152.4	165.8

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 12. 1997-98 End-of-Grade Multiple-Choice Test Results
Performance of Students Taking Modified Tests
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	98,389	100.0	61.1	145.7	142.3
	Braille Edition	6	0.0	*	*	*
	Large Print	57	0.2	52.6	141.7	139.6
	Assistive Technology	9	0.0	*	*	*
	Braille Writer	4	0.0	*	*	*
	Cranmer Abacus	5	0.0	*	*	*
	Dictation to Scribe	131	0.5	21.4	134.8	131.7
	Interpreter Signs Test	17	0.1	*	*	*
	Magnification Devices	15	0.1	*	*	*
	Student Marks in Test Book	3,996	14.7	23.1	136.1	134.3
	Test Administrator Reads Test Aloud	6,443	23.7	15.2	133.9	133.1
	Use of Typewriter or Word Processor	2	0.0	*	*	*
	Hospital/Home Testing	21	0.1	*	*	*
	Multiple Test Sessions	1,450	5.3	26.0	136.7	134.5
	Scheduled Extended Time	7,199	26.5	21.3	135.7	133.9
	Testing in a Separate Room	7,729	28.5	19.0	135.2	133.5
	English/Native Language Dictionary/Electronic Translator	46	0.2	37.0	140.7	137.4
	Other	29	0.1	*	*	*

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
4	All Students	94,109	100.0	66.8	149.3	151.5
	Braille Edition	7	0.0	*	*	*
	Large Print	44	0.2	53.5	146.2	148.1
	Assistive Technology	13	0.0	*	*	*
	Braille Writer	3	0.0	*	*	*
	Cranmer Abacus	5	0.0	*	*	*
	Dictation to Scribe	192	0.7	21.9	138.4	140.6
	Interpreter Signs Test	22	0.1	*	*	*
	Magnification Devices	10	0.0	*	*	*
	Student Marks in Test Book	3,933	14.0	27.1	140.1	142.8
	Test Administrator Reads Test Aloud	6,392	22.7	16.3	137.3	141.4
	Use of Typewriter or Word Processor	4	0.0	*	*	*
	Hospital/Home Testing	16	0.1	*	*	*
	Multiple Test Sessions	1,498	5.3	27.5	140.4	143.3
	Scheduled Extended Time	7,705	27.4	26.2	139.9	142.9
	Testing in a Separate Room	8,156	29.0	22.9	139.2	142.2
	English/Native Language Dictionary/Electronic Translator	56	0.2	33.9	141.3	147.2
	Other	49	0.2	55.1	146.2	147.5

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 12. 1997-98 End-of-Grade Multiple-Choice Test Results
Performance of Students Taking Modified Tests
Grades 3-8 (continued)

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	91,566	100.0	68.8	154.3	157.4
	Braille Edition	3	0.0	*	*	*
	Large Print	50	0.2	36.0	148.7	151.1
	Assistive Technology	9	0.0	*	*	*
	Braille Writer	1	0.0	*	*	*
	Cranmer Abacus	2	0.0	*	*	*
	Dictation to Scribe	157	0.6	30.1	145.3	148.8
	Interpreter Signs Test	21	0.1	*	*	*
	Magnification Devices	11	0.0	*	*	*
	Student Marks in Test Book	3,491	13.2	29.5	145.8	148.9
	Test Administrator Reads Test Aloud	5,931	22.5	17.2	142.6	147.1
	Use of Typewriter or Word Processor	5	0.0	*	*	*
	Hospital/Home Testing	18	0.1	*	*	*
	Multiple Test Sessions	1,281	4.9	28.8	145.2	148.6
	Scheduled Extended Time	7,528	28.6	27.2	145.1	148.6
	Testing in a Separate Room	7,762	29.4	24.0	144.5	148.0
	English/Native Language Dictionary/Electronic Translator	52	0.2	23.1	144.0	149.7
	Other	40	0.2	47.5	149.8	153.1
Grade						
6	All Students	91,669	100.0	65.7	155.8	163.6
	Braille Edition	2	0.0	*	*	*
	Large Print	54	0.2	41.5	151.0	158.6
	Assistive Technology	6	0.0	*	*	*
	Braille Writer	3	0.0	*	*	*
	Cranmer Abacus	2	0.0	*	*	*
	Dictation to Scribe	77	0.4	21.1	146.7	154.1
	Interpreter Signs Test	21	0.1	*	*	*
	Magnification Devices	3	0.0	*	*	*
	Student Marks in Test Book	2,344	10.8	24.0	146.2	154.1
	Test Administrator Reads Test Aloud	4,672	21.6	11.1	143.0	152.0
	Use of Typewriter or Word Processor	4	0.0	*	*	*
	Hospital/Home Testing	25	0.1	*	*	*
	Multiple Test Sessions	893	4.1	19.2	145.6	153.0
	Scheduled Extended Time	7,041	32.5	21.4	145.8	153.6
	Testing in a Separate Room	6,340	29.3	17.3	144.8	152.7
	English/Native Language Dictionary/Electronic Translator	140	0.6	15.8	144.3	153.1
	Other	37	0.2	18.9	147.6	154.3

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 12. 1997-98 End-of-Grade Multiple-Choice Test Results
Performance of Students Taking Modified Tests
Grades 3-8 (continued)

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	91,267	100.0	65.6	159.0	169.2
	Braille Edition	3	0.0	*	*	*
	Large Print	52	0.3	38.5	153.3	163.3
	Assistive Technology	6	0.0	*	*	*
	Braille Writer	2	0.0	*	*	*
	Cranmer Abacus	2	0.0	*	*	*
	Dictation to Scribe	72	0.4	36.6	151.7	162.6
	Interpreter Signs Test	11	0.1	*	*	*
	Magnification Devices	8	0.0	*	*	*
	Student Marks in Test Book	1,879	9.8	23.4	149.7	159.4
	Test Administrator Reads Test Aloud	3,904	20.4	9.8	146.2	156.9
	Use of Typewriter or Word Processor	9	0.0	*	*	*
	Hospital/Home Testing	40	0.2	27.5	152.6	159.8
	Multiple Test Sessions	656	3.4	18.1	148.4	158.1
	Scheduled Extended Time	6,547	34.1	21.6	149.3	159.2
	Testing in a Separate Room	5,793	30.2	15.6	147.9	157.9
	English/Native Language Dictionary/Electronic Translator	159	0.8	10.8	147.3	159.3
	Other	34	0.2	51.5	155.9	165.2

Grade						
8	All Students	87,903	100.0	70.6	161.9	173.7
	Braille Edition	9	0.1	*	*	*
	Large Print	52	0.3	51.0	156.1	168.5
	Assistive Technology	5	0.0	*	*	*
	Braille Writer	8	0.0	*	*	*
	Cranmer Abacus	5	0.0	*	*	*
	Dictation to Scribe	43	0.3	40.5	154.9	165.0
	Interpreter Signs Test	17	0.1	*	*	*
	Magnification Devices	10	0.1	*	*	*
	Student Marks in Test Book	1,397	8.4	26.0	152.2	162.4
	Test Administrator Reads Test Aloud	3,488	21.0	13.8	149.1	160.2
	Use of Typewriter or Word Processor	10	0.1	*	*	*
	Hospital/Home Testing	53	0.3	34.0	155.0	164.2
	Multiple Test Sessions	451	2.7	25.9	152.0	161.6
	Scheduled Extended Time	5,766	34.7	24.3	152.0	162.2
	Testing in a Separate Room	5,091	30.6	20.1	151.0	161.1
	English/Native Language Dictionary/Electronic Translator	191	1.1	24.6	151.5	164.5
	Other	36	0.2	23.5	153.8	161.8

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 13. 1997-98 End-of-Grade Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency, Grades 3-8

Grades	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
3 thru 8	Behaviorally-Emotionally Handicapped	1027	1	2	0	1002	3	4	15
	Hearing Impaired	107	2	0	0	103	1	0	1
	Educable Mentally Handicapped	8,494	7	7	0	8,446	8	1	25
	Specific Learning Disabled	3,793	35	22	0	3,681	27	11	17
	Speech-Language Impaired	153	17	12	0	108	12	2	2
	Visually Impaired	56	0	0	0	52	1	2	1
	Other Health Impaired	758	1	1	0	727	11	4	14
	Orthopedically Impaired	117	1	0	0	114	1	0	1
	Traumatic Brain Impaired	57	0	0	0	55	1	0	1
	Other Exceptional Classifications	3,024	72	20	0	2,811	53	0	68
	Section 504	478	17	6	0	92	353	5	5
	Limited English Proficient	3,963	2534	1214	0	176	25	1	13
	Total Grades 3 thru 8	**22,027**	**2,687**	**1,284**	**0**	**17,367**	**496**	**30**	**163**
Grade 3	Behaviorally-Emotionally Handicapped	164	0	2	0	161	0	0	1
	Hearing Impaired	26	1	0	0	25	0	0	0
	Educable Mentally Handicapped	1,555	2	1	0	1,548	2	0	2
	Specific Learning Disabled	806	7	4	0	784	6	1	4
	Speech-Language Impaired	49	2	3	0	37	5	2	0
	Visually Impaired	9	0	0	0	7	0	2	0
	Other Health Impaired	171	1	0	0	165	2	2	1
	Orthopedically Impaired	29	1	0	0	27	1	0	0
	Traumatic Brain Impaired	13	0	0	0	12	1	0	0
	Other Exceptional Classifications	466	16	5	0	420	13	0	12
	Section 504	125	4	3	0	25	92	0	1
	Limited English Proficient	841	551	242	0	40	7	0	1
	Total Grade 3	**4,254**	**585**	**260**	**0**	**3,251**	**129**	**7**	**22**
Grade 4	Behaviorally-Emotionally Handicapped	231	0	0	0	230	1	0	0
	Hearing Impaired	22	1	0	0	20	1	0	0
	Educable Mentally Handicapped	1,496	1	2	0	1,488	0	0	5
	Specific Learning Disabled	918	6	9	0	886	8	3	6
	Speech-Language Impaired	32	5	2	0	20	5	0	0
	Visually Impaired	11	0	0	0	11	0	0	0
	Other Health Impaired	172	0	0	0	164	4	0	4
	Orthopedically Impaired	20	0	0	0	20	0	0	0
	Traumatic Brain Impaired	15	0	0	0	15	0	0	0
	Other Exceptional Classifications	474	23	4	0	423	18	0	6
	Section 504	125	6	1	0	18	97	1	2
	Limited English Proficient	769	480	245	0	35	4	0	5
	Total Grade 4	**4,285**	**522**	**263**	**0**	**3,330**	**138**	**4**	**28**
Grade 5	Behaviorally-Emotionally Handicapped	214	0	0	0	211	0	1	2
	Hearing Impaired	25	0	0	0	25	0	0	0
	Educable Mentally Handicapped	1,565	0	2	0	1,554	3	0	6
	Specific Learning Disabled	795	8	2	0	779	4	1	1
	Speech-Language Impaired	34	1	2	0	28	1	0	2
	Visually Impaired	14	0	0	0	13	1	0	0
	Other Health Impaired	175	0	1	0	167	3	1	3
	Orthopedically Impaired	25	0	0	0	25	0	0	0
	Traumatic Brain Impaired	9	0	0	0	8	0	0	1
	Other Exceptional Classifications	636	13	3	0	591	13	0	16
	Section 504	116	3	1	0	30	80	1	1
	Limited English Proficient	725	432	249	0	35	8	1	0
	Total Grade 5	**4,333**	**457**	**260**	**0**	**3,466**	**113**	**5**	**32**

*Limited English proficient students may be exempted for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Table 13. 1997-98 End-of-Grade Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency
Grades 3-8 (continued)

Grade	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
6	Behaviorally-Emotionally Handicapped	147	0	0	0	144	0	1	2
	Hearing Impaired	13	0	0	0	13	0	0	0
	Educable Mentally Handicapped	1,400	1	0	0	1,394	0	1	4
	Specific Learning Disabled	553	6	2	0	539	0	3	3
	Speech-Language Impaired	12	2	0	0	10	0	0	0
	Visually Impaired	8	0	0	0	8	0	0	0
	Other Health Impaired	102	0	0	0	99	1	0	2
	Orthopedically Impaired	15	0	0	0	15	0	0	0
	Traumatic Brain Impaired	6	0	0	0	6	0	0	0
	Other Exceptional Classifications	433	4	2	0	406	3	0	18
	Section 504	42	3	1	0	3	32	2	1
	Limited English Proficient	534	356	155	0	19	2	0	2
	Total Grade 6	**3,265**	**372**	**160**	**0**	**2,656**	**38**	**7**	**32**
Grade 7	Behaviorally-Emotionally Handicapped	159	1	0	0	152	0	2	4
	Hearing Impaired	13	0	0	0	12	0	0	1
	Educable Mentally Handicapped	1,349	1	1	0	1,343	0	0	4
	Specific Learning Disabled	444	7	4	0	424	8	0	1
	Speech-Language Impaired	19	5	4	0	9	1	0	0
	Visually Impaired	7	0	0	0	7	0	0	0
	Other Health Impaired	82	0	0	0	79	1	1	1
	Orthopedically Impaired	9	0	0	0	9	0	0	0
	Traumatic Brain Impaired	6	0	0	0	6	0	0	0
	Other Exceptional Classifications	476	7	2	0	454	6	0	7
	Section 504	43	0	0	0	12	30	1	0
	Limited English Proficient	595	400	167	0	23	2	0	3
	Total Grade 7	**3,202**	**421**	**178**	**0**	**2,530**	**48**	**4**	**21**
Grade 8	Behaviorally-Emotionally Handicapped	112	0	0	0	104	2	0	6
	Hearing Impaired	8	0	0	0	8	0	0	0
	Educable Mentally Handicapped	1,129	2	1	0	1,119	3	0	4
	Specific Learning Disabled	277	1	1	0	269	1	3	2
	Speech-Language Impaired	7	2	1	0	4	0	0	0
	Visually Impaired	7	0	0	0	6	0	0	1
	Other Health Impaired	56	0	0	0	53	0	0	3
	Orthopedically Impaired	19	0	0	0	18	0	0	1
	Traumatic Brain Impaired	8	0	0	0	8	0	0	0
	Other Exceptional Classifications	539	9	4	0	517	0	0	9
	Section 504	27	1	0	0	4	22	0	0
	Limited English Proficient	499	315	156	0	24	2	0	2
	Total Grade 8	**2,688**	**330**	**163**	**0**	**2,134**	**30**	**3**	**28**

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*Limited English proficient students may be exempted for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Table 14. 1997-98 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 3 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	98,389	100.0	145.7	142.3	61.1
Gender					
Male	49,264	50.1	144.8	142.3	59.0
Female	49,115	49.9	146.5	142.4	63.1
Ethnic Group					
American Indian	1,420	1.4	141.9	138.6	47.2
Asian	1,418	1.4	147.1	146.0	70.4
Black	29,926	30.4	141.0	136.4	38.9
Hispanic	2,420	2.5	141.9	139.0	46.2
Multi-Racial	793	0.8	145.0	141.5	60.7
White	62,390	63.4	148.1	145.3	72.3
Other	12	0.0	*	*	*
Parental Education					
Did not finish high school	11,836	12.1	138.9	134.9	31.3
High school graduate	45,525	46.7	143.6	140.1	53.2
Trade or business school	4,890	5.0	146.4	143.1	65.4
Community college	12,622	12.9	147.7	144.4	70.8
Four year college	18,542	19.0	151.4	148.8	84.8
Graduate school	4,139	4.2	154.3	152.0	91.4
Hours Watching TV (each school day)					
None	8,412	8.6	143.2	139.2	48.4
1 hour	33,661	34.4	146.1	142.7	62.3
2 hours	21,294	21.8	146.9	143.8	66.4
3 hours	14,511	14.8	146.7	143.7	66.7
Between 4 and 5 hours	9,704	9.9	145.9	143.0	63.8
More than 6 hours	10,290	10.5	142.3	138.5	47.0
Hours of Homework (per week)					
None assigned	3,377	3.4	138.8	134.3	31.3
Less than 1 hour	35,898	36.6	145.3	141.7	60.2
1 to 3 hours	27,053	27.6	146.8	143.7	66.0
More than 3, less than 5 hours	14,558	14.9	147.1	144.1	66.2
Between 5-10 hours	10,518	10.7	147.1	144.3	66.8
More than 10 hours	4,272	4.4	143.8	140.4	53.5
Assigned but not done	2,342	2.4	136.1	131.6	19.2
Days Absent (so far this year)					
0-7 days	70,497	71.8	146.1	143.0	63.1
8-14 days	20,865	21.2	145.1	141.5	58.7
15-21 days	5,047	5.1	143.2	139.3	49.8
More than 21 days	1,844	1.9	141.1	136.2	41.1

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 15. 1997-98 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 4 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	94,109	100.0	149.3	151.5	66.8
Gender					
Male	47,299	50.3	148.5	151.4	63.7
Female	46,806	49.7	150.2	151.5	69.9
Ethnic Group					
American Indian	1,294	1.4	144.7	147.3	46.7
Asian	1,358	1.4	150.8	155.4	74.4
Black	27,691	29.4	144.5	145.7	45.8
Hispanic	2,271	2.4	145.6	148.3	53.2
Multi-Racial	711	0.8	149.3	151.3	68.2
White	60,753	64.6	151.7	154.2	77.1
Other	21	0.0	•	•	•
Parental Education					
Did not finish high school	10,792	11.5	142.3	144.2	36.3
High school graduate	42,114	45.1	147.1	149.0	58.9
Trade or business school	4,658	5.0	149.9	151.9	72.1
Community college	12,615	13.5	151.1	153.2	75.5
Four year college	18,825	20.1	155.1	157.7	88.4
Graduate school	4,478	4.8	157.9	161.0	93.3
Hours Watching TV(each school day)					
None	5,673	6.1	147.9	149.6	58.3
1 hour	27,836	29.7	149.8	151.7	67.3
2 hours	22,913	24.4	150.7	153.2	72.9
3 hours	16,409	17.5	150.1	152.6	71.4
Between 4 and 5 hours	11,031	11.8	149.0	151.3	67.6
More than 6 hours	9,856	10.5	145.0	146.6	48.3
Hours of Homework (per week)					
None assigned	1,983	2.1	142.6	143.6	38.6
Less than 1 hour	31,655	33.7	147.9	149.7	61.6
1 to 3 hours	31,328	33.4	150.4	152.7	72.1
More than 3, less than 5 hours	13,953	14.9	150.8	153.4	71.7
Between 5-10 hours	10,511	11.2	151.6	154.3	74.1
More than 10 hours	2,940	3.1	148.3	150.6	61.2
Assigned but not done	1,456	1.6	138.9	139.9	19.0
Days Absent (so far this year)					
0-7 days	67,219	71.5	149.8	152.2	68.9
8-14 days	19,830	21.1	148.7	150.5	64.2
15-21 days	5,009	5.3	147.2	148.4	57.2
More than 21 days	1,909	2.0	144.5	145.1	43.5

Notes: "N" is the number of students who took the end-of-grade test in reading.
•No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 16. 1997-98 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	91,566	100.0	154.3	157.4	68.8
Gender					
Male	46,122	50.4	153.5	157.3	66.2
Female	45,441	49.6	155.0	157.5	71.4
Ethnic Group					
American Indian	1,384	1.5	150.2	153.6	51.7
Asian	1,301	1.4	155.9	161.7	76.5
Black	26,440	28.9	149.7	152.0	48.4
Hispanic	2,157	2.4	151.0	154.1	55.9
Multi-Racial	613	0.7	154.5	156.9	69.6
White	59,639	65.1	156.5	160.0	78.5
Other	17	0.0	*	*	*
Parental Education					
Did not finish high school	10,562	11.6	147.7	150.6	38.7
High school graduate	39,513	43.5	152.1	155.0	61.1
Trade or business school	4,739	5.2	154.6	157.6	72.9
Community college	12,427	13.7	155.8	158.9	77.3
Four year college	19,031	20.9	159.4	163.2	88.9
Graduate school	4,647	5.1	162.4	166.8	94.6
Hours Watching TV (each school day)					
None	3,998	4.4	153.9	156.9	62.8
1 hour	22,320	24.5	155.0	158.1	70.3
2 hours	23,868	26.2	155.6	158.9	74.5
3 hours	18,961	20.8	154.7	157.9	72.0
Between 4 and 5 hours	12,759	14.0	153.6	156.7	67.5
More than 6 hours	9,290	10.2	149.8	152.4	49.1
Hours of Homework (per week)					
None assigned	1,344	1.5	147.7	150.0	39.6
Less than 1 hour	28,369	31.1	152.2	154.9	59.8
1 to 3 hours	36,057	39.5	155.1	158.2	73.3
More than 3, less than 5 hours	13,251	14.5	156.2	159.9	75.8
Between 5-10 hours	9,320	10.2	156.9	160.9	78.3
More than 10 hours	2,001	2.2	153.9	157.8	67.5
Assigned but not done	958	1.0	144.3	146.7	23.7
Days Absent (so far this year)					
0-7 days	64,705	70.8	154.7	158.1	71.1
8-14 days	19,197	21.0	153.8	156.5	66.1
15-21 days	5,389	5.9	152.3	154.5	58.9
More than 21 days	2,111	2.3	150.1	152.0	47.6

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 17. 1997-98 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	91,669	100.0	155.8	163.6	65.7
Gender					
Male	46,744	51.0	154.9	163.1	61.8
Female	44,924	49.0	156.8	164.0	69.7
Ethnic Group					
American Indian	1,330	1.5	152.3	160.8	51.4
Asian	1,422	1.6	157.2	167.8	73.2
Black	26,700	29.1	151.0	157.7	43.6
Hispanic	1,964	2.1	152.0	159.6	50.3
Multi-Racial	506	0.6	155.6	162.8	64.8
White	59,713	65.1	158.1	166.3	76.2
Other	26	0.0	*	*	*
Parental Education					
Did not finish high school	9,870	10.9	148.8	156.3	34.2
High school graduate	39,644	43.7	153.6	161.0	57.4
Trade or business school	4,194	4.6	156.1	163.7	69.3
Community college	12,560	13.8	157.4	165.2	74.9
Four year college	19,132	21.1	160.9	169.3	85.9
Graduate school	5,294	5.8	163.5	172.8	91.1
Hours Watching TV (each school day)					
None	3,014	3.3	155.9	163.6	62.8
1 hour	18,872	20.7	156.9	164.9	68.9
2 hours	23,357	25.6	157.4	165.4	72.5
3 hours	20,883	22.9	156.2	164.0	68.4
Between 4 and 5 hours	15,197	16.6	154.8	162.4	62.9
More than 6 hours	10,021	11.0	151.0	158.1	43.7
Hours of Homework (per week)					
None assigned	1,297	1.4	146.8	153.8	27.2
Less than 1 hour	24,021	26.3	152.7	160.1	51.6
1 to 3 hours	41,181	45.0	156.4	164.0	69.4
More than 3, less than 5 hours	13,425	14.7	158.4	166.7	76.0
Between 5-10 hours	8,577	9.4	160.2	169.1	82.2
More than 10 hours	1,701	1.9	158.2	167.0	74.5
Assigned but not done	1,219	1.3	145.8	152.9	21.2
Days Absent (so far this year)					
0-7 days	60,172	65.9	156.8	164.9	70.3
8-14 days	21,053	23.0	155.0	162.3	62.2
15-21 days	6,555	7.2	152.6	159.6	50.9
More than 21 days	3,561	3.9	149.8	155.9	36.8

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 18. 1997-98 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students

	N	Percent	Average Scale Score Reading	Average Scale Score Mathematics	Percent at or above Level III in both Reading and Mathematics
All Students	91,267	100.0	159.0	169.2	65.6
Gender					
Male	46,491	50.9	157.9	168.9	61.5
Female	44,775	49.1	160.1	169.4	69.7
Ethnic Group					
American Indian	1,285	1.4	155.3	165.8	50.5
Asian	1,397	1.5	160.0	173.6	71.5
Black	26,463	29.0	154.6	163.0	43.5
Hispanic	1,899	2.1	155.7	165.5	51.3
Multi-Racial	463	0.5	159.3	168.2	67.2
White	59,733	65.5	161.1	172.0	76.0
Other	25	0.0	*	*	*
Parental Education					
Did not finish high school	8,732	9.7	152.2	161.5	34.4
High school graduate	38,779	43.0	156.7	166.2	56.0
Trade or business school	3,873	4.3	159.0	168.9	67.4
Community college	13,169	14.6	160.4	170.5	73.6
Four year college	19,983	22.2	163.6	175.0	85.6
Graduate school	5,624	6.2	166.0	178.5	90.2
Hours Watching TV (each school day)					
None	2,552	2.8	159.2	169.5	62.1
1 hour	16,950	18.6	160.2	170.9	69.5
2 hours	23,381	25.7	160.6	171.4	73.1
3 hours	21,599	23.7	159.3	169.4	68.1
Between 4 and 5 hours	16,558	18.2	157.9	167.5	61.5
More than 6 hours	9,904	10.9	154.4	163.6	44.2
Hours of Homework (per week)					
None assigned	1,371	1.5	150.7	159.7	27.4
Less than 1 hour	22,233	24.4	155.9	165.4	50.7
1 to 3 hours	41,267	45.3	159.2	169.2	67.6
More than 3, less than 5 hours	14,069	15.5	161.6	172.5	77.4
Between 5-10 hours	9,088	10.0	163.6	175.3	84.5
More than 10 hours	1,508	1.7	162.4	174.3	78.1
Assigned but not done	1,490	1.6	151.2	161.1	29.9
Days Absent (so far this year)					
0-7 days	57,249	62.9	160.1	170.8	71.3
8-14 days	21,536	23.7	158.3	168.1	62.2
15-21 days	7,312	8.0	156.2	165.4	51.5
More than 21 days	4,871	5.4	152.9	161.3	35.2

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 19. 1997-98 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	87,903	100.0	161.9	173.7	70.6
Gender					
Male	44,531	50.7	161.0	173.3	67.4
Female	43,369	49.3	162.7	174.0	73.9
Ethnic Group					
American Indian	1,323	1.5	158.0	169.5	54.9
Asian	1,396	1.6	162.2	177.4	73.8
Black	24,756	28.2	157.5	167.0	49.1
Hispanic	1,753	2.0	158.1	169.6	56.5
Multi-Racial	433	0.5	162.2	173.4	72.8
White	58,215	66.2	163.9	176.7	80.4
Other	19	0.0	*	*	*
Parental Education					
Did not finish high school	8,282	9.5	155.2	165.3	39.3
High school graduate	35,854	41.2	159.7	170.5	62.0
Trade or business school	3,755	4.3	161.7	173.1	71.1
Community college	13,897	16.0	163.1	175.1	78.5
Four year college	19,191	22.0	166.0	179.4	87.6
Graduate school	6,118	7.0	168.6	183.5	93.1
Hours Watching TV (each school day)					
None	2,283	2.6	162.2	174.5	67.9
1 hour	16,387	18.7	163.5	176.1	75.6
2 hours	22,779	26.0	163.3	175.8	77.4
3 hours	21,368	24.4	161.9	173.7	72.4
Between 4 and 5 hours	16,315	18.6	160.5	171.6	65.2
More than 6 hours	8,490	9.7	157.5	167.6	49.9
Hours of Homework (per week)					
None assigned	1,415	1.6	153.4	162.4	28.9
Less than 1 hour	19,132	21.8	158.7	169.3	55.5
1 to 3 hours	39,258	44.8	161.8	173.2	71.1
More than 3, less than 5 hours	15,064	17.2	164.5	177.5	82.6
Between 5-10 hours	9,800	11.2	166.3	180.4	88.4
More than 10 hours	1,464	1.7	166.0	180.4	86.3
Assigned but not done	1,549	1.8	155.6	166.0	39.9
Days Absent (so far this year)					
0-7 days	53,202	60.7	163.1	175.6	76.7
8-14 days	20,813	23.7	161.3	172.6	68.0
15-21 days	7,832	8.9	159.4	169.8	58.5
More than 21 days	5,803	6.6	156.1	165.2	40.1

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 20. 1997-98 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	145.7	98,389	56	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			138	66.1
OBJ 2.1: Identify, collect or select information and ideas.			59	69.8
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			53	61.8
OBJ 2.3: Apply, extend, and expand on information and concepts.			26	66.4
GOAL 3: Use language for critical analysis and evaluation.			30	52.3
MATHEMATICS	142.3	98,844	80	
Math Computation			36	84.6
Math Applications			204	67.7
Goal 1: Identify and use numbers to 1000 and beyond.			24	65.8
GOAL 2: Understanding and use of geometry.			24	78.5
GOAL 3: Understanding of classification, pattern, and seriation.			24	66.5
GOAL 4: Understand and use standard units of metric and customary measure.			36	68.0
GOAL 5: Use mathematical reasoning and solve problems.			36	59.2
GOAL 6: Understand data collection, display, and interpretation.			24	68.9
GOAL 7: Compute with whole numbers.			72	77.4

	M	O	P
NUMBER OF STUDENTS TAKING FORM	33,085	32,743	32,561

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 21. 1997-98 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	149.3	94,109	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			154	64.8
OBJ 2.1: Identify, collect or select information and ideas.			62	70.5
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			65	59.7
OBJ 2.3: Apply, extend, and expand on information and concepts.			27	64.2
GOAL 3: Use language for critical analysis and evaluation.			41	59.0
MATHEMATICS	151.5	94,499	80	
Math Computation			36	79.0
Math Applications			204	63.6
Goal 1: Identify and use rational numbers.			36	70.4
GOAL 2: Understand and use properties and relationships of geometry.			21	61.8
GOAL 3: Understanding of patterns and relationships			21	63.5
GOAL 4: Understand and use standard units of metric and customary measure.			36	56.6
GOAL 5: Solve problems and reason mathematically.			36	60.3
GOAL 6: Understanding and use of graphing, probablility, and statistics.			21	62.6
GOAL 7: Compute with rational numbers.			69	74.4

	H	O	P
NUMBER OF STUDENTS TAKING FORM	31,480	31,339	31,290

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 22. 1997-98 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	154.3	91,566	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			14	61.8
GOAL 2: Use language for the acquisition, interpretation, and application of information.			134	67.3
OBJ 2.1: Identify, collect or select information and ideas.			55	70.7
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			68	65.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			11	62.0
GOAL 3: Use language for critical analysis and evaluation.			47	59.6
MATHEMATICS	157.4	91,927	80	
Math Computation			35	72.6
Math Applications			204	59.1
Goal 1: Identify and use rational numbers.			36	64.6
GOAL 2: Understand and use properties and relationships of geometry.			32	61.4
GOAL 3: Understanding of patterns and relationships			24	62.9
GOAL 4: Understand and use standard units of metric and customary measure.			24	49.7
GOAL 5: Solve problems and reason mathematically.			34	59.5
GOAL 6: Understanding and use of graphing, probablility, and statistics.			24	58.9
GOAL 7: Compute with rational numbers.			65	63.9

	H	O	P
NUMBER OF STUDENTS TAKING FORM	30,571	30,521	30,474

*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 23. 1997-98 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	155.8	91,669	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			18	68.4
GOAL 2: Use language for the acquisition, interpretation, and application of information.			140	65.3
OBJ 2.1: Identify, collect or select information and ideas.			51	68.4
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			73	62.6
OBJ 2.3: Apply, extend, and expand on information and concepts.			16	67.4
GOAL 3: Use language for critical analysis and evaluation.			37	60.0
MATHEMATICS	163.6	91,802	80	
Math Computation			36	57.5
Math Applications			204	56.1
Goal 1: Understand and use rational numbers.			27	64.3
GOAL 2: Understand and use of properties and relationships of geometry.			27	55.4
GOAL 3: Understanding of patterns, relationships, and pre-algebra.			24	63.1
GOAL 4: Understanding and use of measurement.			24	50.5
GOAL 5: Solve problems and reason mathematically.			36	54.4
GOAL 6: Understanding and use of graphing, probablility, and statistics.			36	54.6
GOAL 7: Compute with rational numbers.			66	55.0

	H	N	Q
NUMBER OF STUDENTS TAKING FORM	30,733	30,536	30,400

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* "Number of Observations" includes students who attempted at least one item on the test.

** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 24. 1997-98 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	159.0	91,267	66	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			15	64.0
GOAL 2: Use language for the acquisition, interpretation, and application of information.			143	65.6
OBJ 2.1: Identify, collect or select information and ideas.			57	70.1
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			72	60.9
OBJ 2.3: Apply, extend, and expand on information and concepts.			14	71.6
GOAL 3: Use language for critical analysis and evaluation.			40	65.7
MATHEMATICS	169.2	91,368	80	
Math Computation			24	56.5
Math Applications			216	53.2
Goal 1: Understanding and use of real numbers.			24	65.6
GOAL 2: Understand and use properties and relationships of geometry.			24	54.3
GOAL 3: Understanding of pre-algebra.			36	59.9
GOAL 4: Understanding and use of measurement.			30	44.8
GOAL 5: Solve problems and reason mathematically.			42	47.3
GOAL 6: Understanding and use of probability and statistics.			24	54.9
GOAL 7: Compute with real numbers.			60	52.9

	H	N	Q
NUMBER OF STUDENTS TAKING FORM	30,601	30,420	30,246

*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 25. 1997-98 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	161.9	87,903	68	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			16	61.4
GOAL 2: Use language for the acquisition, interpretation, and application of information.			157	68.8
OBJ 2.1: Identify, collect or select information and ideas.			53	72.8
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			92	66.7
OBJ 2.3: Apply, extend, and expand on information and concepts.			12	67.3
GOAL 3: Use language for critical analysis and evaluation.			31	65.7
MATHEMATICS	173.7	87,978	80	
Math Computation			24	52.2
Math Applications			216	55.9
Goal 1: Understanding and use of real numbers.			33	57.8
GOAL 2: Understand and use of properties and relationships of geometry.			24	51.0
GOAL 3: Understanding of pre-algebra.			42	54.7
GOAL 4: Understanding and use of measurement.			24	55.2
GOAL 5: Solve problems and reason mathematically.			36	57.4
GOAL 6: Understanding and use of probablility and statistics.			30	49.0
GOAL 7: Compute with real numbers.			51	59.8

	J	N	Q
NUMBER OF STUDENTS TAKING FORM	29,467	29,315	29,121

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 26. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	98,389	HIGH SCORE	172
		LOW SCORE	115
MEAN	145.7	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	115-130
STANDARD DEVIATION	9.7	LEVEL II	131-140
		LEVEL III	141-150
		LEVEL IV	151-172

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
172	1	98389	0.00	100.00
171	33	98388	0.03	100.00
170	29	98355	0.03	99.97
169	21	98326	0.02	99.94
168	142	98305	0.14	99.91
166	583	98163	0.59	99.77
164	1100	97580	1.12	99.18
162	1747	96480	1.78	98.06
160	2384	94733	2.42	96.28
159	1971	92349	2.00	93.86
158	857	90378	0.87	91.86
157	3157	89521	3.21	90.99
156	3333	86364	3.39	87.78
155	3490	83031	3.55	84.39
154	3561	79541	3.62	80.84
153	3437	75980	3.49	77.22
152	3344	72543	3.40	73.73
151	5534	69199	5.62	70.33
150	3205	63665	3.26	64.71
149	3100	60460	3.15	61.45
148	4972	57360	5.05	58.30
147	3798	52388	3.86	53.25
146	3648	48590	3.71	49.39
145	4349	44942	4.42	45.68
144	2492	40593	2.53	41.26
143	4591	38101	4.67	38.72
142	2175	33510	2.21	34.06
141	3424	31335	3.48	31.85
140	2831	27911	2.88	28.37
139	1905	25080	1.94	25.49
138	2334	23175	2.37	23.55
137	3118	20841	3.17	21.18
136	1777	17723	1.81	18.01
135	1711	15946	1.74	16.21
134	1655	14235	1.68	14.47
133	1655	12580	1.68	12.79
132	1556	10925	1.58	11.10
131	944	9369	0.96	9.52
130	1537	8425	1.56	8.56
129	512	6888	0.52	7.00
128	1336	6376	1.36	6.48
127	1220	5040	1.24	5.12
126	1040	3820	1.06	3.88
125	1042	2780	1.06	2.83
124	598	1738	0.61	1.77
123	447	1140	0.45	1.16
122	338	693	0.34	0.70
LESS THAN 122	355	355	0.36	0.36

*Students with valid scores are those students who attempted at least one item on the test.

Table 27. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	98,844	HIGH SCORE	173
		LOW SCORE	100
MEAN	142.3	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	98-124
STANDARD DEVIATION	11.2	LEVEL II	125-137
		LEVEL III	138-149
		LEVEL IV	150-173

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
173	25	98844	0.03	100.00
171	39	98819	0.04	99.97
170	121	98780	0.12	99.94
169	83	98659	0.08	99.81
168	133	98576	0.13	99.73
167	203	98443	0.21	99.59
166	252	98240	0.25	99.39
165	253	97988	0.26	99.13
164	337	97735	0.34	98.88
163	456	97398	0.46	98.54
162	796	96942	0.81	98.08
161	1130	96146	1.14	97.27
160	543	95016	0.55	96.13
159	1995	94473	2.02	95.58
158	913	92478	0.92	93.56
157	1399	91565	1.42	92.64
156	2545	90166	2.57	91.22
155	2672	87621	2.70	88.65
154	2745	84949	2.78	85.94
153	2024	82204	2.05	83.17
152	2818	80180	2.85	81.12
151	3629	77362	3.67	78.27
150	2966	73733	3.00	74.60
149	2806	70767	2.84	71.59
148	2817	67961	2.85	68.76
147	3683	65144	3.73	65.91
146	3621	61461	3.66	62.18
145	4246	57840	4.30	58.52
144	2566	53594	2.60	54.22
143	3252	51028	3.29	51.62
142	3794	47776	3.84	48.33
141	2945	43982	2.98	44.50
140	3590	41037	3.63	41.52
139	2779	37447	2.81	37.88
138	3236	34668	3.27	35.07
137	2555	31432	2.58	31.80
136	2914	28877	2.95	29.21
135	2381	25963	2.41	26.27
134	2560	23582	2.59	23.86
133	1968	21022	1.99	21.27
132	2328	19054	2.36	19.28
131	1387	16726	1.40	16.92
130	1838	15339	1.86	15.52
129	1894	13501	1.92	13.66
128	1087	11607	1.10	11.74
127	1439	10520	1.46	10.64
126	1286	9081	1.30	9.19
125	853	7795	0.86	7.89
124	842	6942	0.85	7.02
123	1248	6100	1.26	6.17
122	648	4852	0.66	4.91
121	622	4204	0.63	4.25
120	546	3582	0.55	3.62
119	521	3036	0.53	3.07
118	454	2515	0.46	2.54
117	402	2061	0.41	2.09
116	324	1659	0.33	1.68
115	284	1335	0.29	1.35
114	246	1051	0.25	1.06
113	264	805	0.27	0.81
LESS THAN 113	541	541	0.55	0.55

*Students with valid scores are those students who attempted at least one item on the test

Table 28. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	94,109	HIGH SCORE	179
		LOW SCORE	118
MEAN	149.3	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	119-134
STANDARD DEVIATION	9.6	LEVEL II	135-144
		LEVEL III	145-155
		LEVEL IV	156-174

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
179	3	94109	0.00	100.00
177	9	94106	0.01	100.00
175	35	94097	0.04	99.99
174	42	94062	0.04	99.95
172	100	94020	0.11	99.91
170	396	93920	0.42	99.80
168	772	93524	0.82	99.38
167	383	92752	0.41	98.56
166	786	92369	0.84	98.15
165	509	91583	0.54	97.32
164	1767	91074	1.88	96.78
163	1390	89307	1.48	94.90
162	2328	87917	2.47	93.42
161	2582	85589	2.74	90.95
160	2730	83007	2.90	88.20
159	2961	80277	3.15	85.30
158	2930	77316	3.11	82.16
157	2958	74386	3.14	79.04
156	4999	71428	5.31	75.90
155	2898	66429	3.08	70.59
154	3820	63531	4.06	67.51
153	3757	59711	3.99	63.45
152	5285	55954	5.62	59.46
151	2557	50669	2.72	53.84
150	3906	48112	4.15	51.12
149	3724	44206	3.96	46.97
148	3499	40482	3.72	43.02
147	3447	36983	3.66	39.30
146	2483	33536	2.64	35.64
145	3709	31053	3.94	33.00
144	1736	27344	1.84	29.06
143	3301	25608	3.51	27.21
142	1651	22307	1.75	23.70
141	2577	20656	2.74	21.95
140	2000	18079	2.13	19.21
139	1506	16079	1.60	17.09
138	1920	14573	2.04	15.49
137	1481	12653	1.57	13.45
136	1424	11172	1.51	11.87
135	2309	9748	2.45	10.36
134	888	7439	0.94	7.90
133	1223	6551	1.30	6.96
132	1071	5328	1.14	5.66
131	1189	4257	1.26	4.52
130	877	3068	0.93	3.26
129	647	2191	0.69	2.33
128	512	1544	0.54	1.64
LESS THAN 128	1032	1032	1.10	1.10

*Students with valid scores are those students who attempted at least one item on the test

Table 29. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 4 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	94,499	HIGH SCORE	182
		LOW SCORE	111
MEAN	151.5	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	111-131
STANDARD DEVIATION	10.8	LEVEL II	132-142
		LEVEL III	143-155
		LEVEL IV	156-182

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
182	19	94499	0.02	100.00
180	23	94480	0.02	99.98
179	55	94457	0.06	99.96
178	115	94402	0.12	99.90
177	152	94287	0.16	99.78
175	569	94135	0.60	99.61
173	815	93566	0.86	99.01
171	1063	92751	1.12	98.15
170	705	91688	0.75	97.03
169	1096	90983	1.16	96.28
168	1172	89887	1.24	95.12
167	922	88715	0.98	93.88
166	1780	87793	1.88	92.90
165	2026	86013	2.14	91.02
164	2076	83987	2.20	88.88
163	2189	81911	2.32	86.68
162	2903	79722	3.07	84.36
161	2242	76819	2.37	81.29
160	3078	74577	3.26	78.92
159	2349	71499	2.49	75.66
158	3086	69150	3.27	73.18
157	3983	66064	4.21	69.91
156	3070	62081	3.25	65.69
155	3884	59011	4.11	62.45
154	3092	55127	3.27	58.34
153	2921	52035	3.09	55.06
152	3578	49114	3.79	51.97
151	3472	45536	3.67	48.19
150	3508	42064	3.71	44.51
149	2543	38556	2.69	40.80
148	3396	36013	3.59	38.11
147	3669	32617	3.88	34.52
146	1760	28948	1.86	30.63
145	3426	27188	3.63	28.77
144	1624	23762	1.72	25.15
143	2537	22138	2.68	23.43
142	2063	19601	2.18	20.74
141	2323	17538	2.46	18.56
140	1339	15215	1.42	16.10
139	2090	13876	2.21	14.68
138	1198	11786	1.27	12.47
137	1599	10588	1.69	11.20
136	1327	8989	1.40	9.51
135	997	7662	1.06	8.11
134	960	6665	1.02	7.05
133	1176	5705	1.24	6.04
132	772	4529	0.82	4.79
131	681	3757	0.72	3.98
130	536	3076	0.57	3.26
129	540	2540	0.57	2.69
128	641	2000	0.68	2.12
127	332	1359	0.35	1.44
126	283	1027	0.30	1.09
125	280	744	0.30	0.79
124	138	464	0.15	0.49
123	99	326	0.10	0.34
122	84	227	0.09	0.24
LESS THAN 122	143	143	0.15	0.15

*Students with valid scores are those students who attempted at least one item on the test

Table 30. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 5 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	91,566	HIGH SCORE	181
		LOW SCORE	125
MEAN	154.3	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	124-138
STANDARD DEVIATION	9.0	LEVEL II	139-148
		LEVEL III	149-158
		LEVEL IV	159-178

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
181	1	91566	0.00	100.00
180	2	91565	0.00	100.00
178	41	91563	0.04	100.00
177	13	91522	0.01	99.95
176	137	91509	0.15	99.94
174	393	91372	0.43	99.79
172	736	90979	0.80	99.36
171	348	90243	0.38	98.56
170	932	89895	1.02	98.18
169	1165	88963	1.27	97.16
168	1093	87798	1.19	95.88
167	2305	86705	2.52	94.69
166	1893	84400	2.07	92.17
165	1996	82507	2.18	90.11
164	2944	80511	3.22	87.93
163	3161	77567	3.45	84.71
162	4184	74406	4.57	81.26
161	3268	70222	3.57	76.69
160	3188	66954	3.48	73.12
159	4084	63766	4.46	69.64
158	3032	59682	3.31	65.18
157	5770	56650	6.30	61.87
156	3449	50880	3.77	55.57
155	3494	47431	3.82	51.80
154	3235	43937	3.53	47.98
153	4600	40702	5.02	44.45
152	3435	36102	3.75	39.43
151	3419	32667	3.73	35.68
150	3011	29248	3.29	31.94
149	3515	26237	3.84	28.65
148	2037	22722	2.22	24.81
147	2566	20685	2.80	22.59
146	2231	18119	2.44	19.79
145	1832	15888	2.00	17.35
144	1614	14056	1.76	15.35
143	2116	12442	2.31	13.59
142	1548	10326	1.69	11.28
141	1123	8778	1.23	9.59
140	1133	7655	1.24	8.36
139	972	6522	1.06	7.12
138	1306	5550	1.43	6.06
137	822	4244	0.90	4.63
136	839	3422	0.92	3.74
135	866	2583	0.95	2.82
134	639	1717	0.70	1.88
133	351	1078	0.38	1.18
132	267	727	0.29	0.79
LESS THAN 132	460	460	0.50	0.50

*Students with valid scores are those students who attempted at least one item on the test

Table 31. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	91,927	HIGH SCORE	188
		LOW SCORE	122
MEAN	157.4	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	117-140
STANDARD DEVIATION	10.1	LEVEL II	141-149
		LEVEL III	150-160
		LEVEL IV	161-188

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
188	4	91927	0.00	100.00
187	16	91923	0.02	100.00
185	21	91907	0.02	99.98
184	77	91886	0.08	99.96
183	123	91809	0.13	99.87
182	79	91686	0.09	99.74
181	247	91607	0.27	99.65
180	103	91360	0.11	99.38
179	509	91257	0.55	99.27
178	476	90748	0.52	98.72
177	197	90272	0.21	98.20
176	794	90075	0.86	97.99
175	916	89281	1.00	97.12
174	1039	88365	1.13	96.13
173	1124	87326	1.22	94.99
172	1250	86202	1.36	93.77
171	1874	84952	2.04	92.41
170	1973	83078	2.15	90.37
169	2628	81105	2.86	88.23
168	1623	78477	1.77	85.37
167	2927	76854	3.18	83.60
166	2420	73927	2.63	80.42
165	3117	71507	3.39	77.79
164	3256	68390	3.54	74.40
163	2581	65134	2.81	70.85
162	3345	62553	3.64	68.05
161	4261	59208	4.64	64.41
160	2796	54947	3.04	59.77
159	4281	52151	4.66	56.73
158	2894	47870	3.15	52.07
157	3637	44976	3.96	48.93
156	2924	41339	3.18	44.97
155	3511	38415	3.82	41.79
154	3514	34904	3.82	37.97
153	2797	31390	3.04	34.15
152	3389	28593	3.69	31.10
151	1837	25204	2.00	27.42
150	3161	23367	3.44	25.42
149	2416	20206	2.63	21.98
148	1778	17790	1.93	19.35
147	1622	16012	1.76	17.42
146	2605	14390	2.83	15.65
145	1473	11785	1.60	12.82
144	1383	10312	1.50	11.22
143	1310	8929	1.43	9.71
142	1112	7619	1.21	8.29
141	1139	6507	1.24	7.08
140	1284	5368	1.40	5.84
139	862	4084	0.94	4.44
138	665	3222	0.72	3.50
137	620	2557	0.67	2.78
136	497	1937	0.54	2.11
135	397	1440	0.43	1.57
134	324	1043	0.35	1.13
133	365	719	0.40	0.78
132	110	354	0.12	0.39
LESS THAN 132	244	244	0.27	0.27

*Students with valid scores are those students who attempted at least one item on the test

Table 32. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 6 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	91,669	HIGH SCORE	182
		LOW SCORE	124
MEAN	155.8	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	128-140
STANDARD DEVIATION	9.3	LEVEL II	141-151
		LEVEL III	152-161
		LEVEL IV	162-180

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
182	13	91669	0.01	100.00
179	112	91656	0.12	99.99
177	294	91544	0.32	99.86
176	73	91250	0.08	99.54
175	307	91177	0.33	99.46
174	414	90870	0.45	99.13
173	443	90456	0.48	98.68
172	741	90013	0.81	98.19
171	1229	89272	1.34	97.39
170	1260	88043	1.37	96.04
169	1283	86783	1.40	94.67
168	2449	85500	2.67	93.27
167	2706	83051	2.95	90.60
166	2812	80345	3.07	87.65
165	2798	77533	3.05	84.58
164	2908	74735	3.17	81.53
163	2853	71827	3.11	78.35
162	5491	68974	5.99	75.24
161	2674	63483	2.92	69.25
160	4399	60809	4.80	66.34
159	4041	56410	4.41	61.54
158	3112	52369	3.39	57.13
157	4478	49257	4.88	53.73
156	2898	44779	3.16	48.85
155	4108	41881	4.48	45.69
154	3205	37773	3.50	41.21
153	3631	34568	3.96	37.71
152	3464	30937	3.78	33.75
151	2232	27473	2.43	29.97
150	2915	25241	3.18	27.53
149	2094	22326	2.28	24.36
148	2446	20232	2.67	22.07
147	1922	17786	2.10	19.40
146	1409	15864	1.54	17.31
145	1407	14455	1.53	15.77
144	2645	13048	2.89	14.23
143	1286	10403	1.40	11.35
142	1266	9117	1.38	9.95
141	1148	7851	1.25	8.56
140	1193	6703	1.30	7.31
139	1100	5510	1.20	6.01
138	986	4410	1.08	4.81
137	833	3424	0.91	3.74
136	1137	2591	1.24	2.83
135	499	1454	0.54	1.59
LESS THAN 135	955	955	1.04	1.04

*Students with valid scores are those students who attempted at least one item on the test

Table 33. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	91,802	HIGH SCORE	196
		LOW SCORE	131
MEAN	163.6	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	130-145
STANDARD DEVIATION	10.8	LEVEL II	146-154
		LEVEL III	155-167
		LEVEL IV	168-196

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
196	4	91802	0.00	100.00
194	19	91798	0.02	100.00
193	14	91779	0.02	99.97
192	94	91765	0.10	99.96
191	22	91671	0.02	99.86
190	215	91649	0.23	99.83
189	117	91434	0.13	99.60
188	206	91317	0.22	99.47
187	302	91111	0.33	99.25
186	303	90809	0.33	98.92
185	604	90506	0.66	98.59
184	733	89902	0.80	97.93
183	518	89169	0.56	97.13
182	847	88651	0.92	96.57
181	939	87804	1.02	95.64
180	1054	86865	1.15	94.62
179	1836	85811	2.00	93.47
178	1280	83975	1.39	91.47
177	2033	82695	2.21	90.08
176	1802	80662	1.96	87.87
175	2361	78860	2.57	85.90
174	2049	76499	2.23	83.33
173	3042	74450	3.31	81.10
172	2090	71408	2.28	77.78
171	2796	69318	3.05	75.51
170	3434	66522	3.74	72.46
169	2938	63088	3.20	68.72
168	2938	60150	3.20	65.52
167	3014	57212	3.28	62.32
166	2979	54198	3.25	59.04
165	3703	51219	4.03	55.79
164	2441	47516	2.66	51.76
163	3780	45075	4.12	49.10
162	2597	41295	2.83	44.98
161	2578	38698	2.81	42.15
160	3829	36120	4.17	39.35
159	1979	32291	2.16	35.17
158	3259	30312	3.55	33.02
157	1902	27053	2.07	29.47
156	2661	25151	2.90	27.40
155	2598	22490	2.83	24.50
154	1871	19892	2.04	21.67
153	2415	18021	2.63	19.63
152	1860	15606	2.03	17.00
151	1706	13746	1.86	14.97
150	1727	12040	1.88	13.12
149	1622	10313	1.77	11.23
148	1493	8691	1.63	9.47
147	1380	7198	1.50	7.84
146	1224	5818	1.33	6.34
145	1147	4594	1.25	5.00
144	942	3447	1.03	3.75
143	732	2505	0.80	2.73
142	557	1773	0.61	1.93
141	532	1216	0.58	1.32
140	254	684	0.28	0.75
139	168	430	0.18	0.47
LESS THAN 139	262	262	0.29	0.29

*Students with valid scores are those students who attempted at least one item on the test.

Table 34. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 7 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	91,267	HIGH SCORE	183
		LOW SCORE	131
MEAN	159.0	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	130-144
STANDARD DEVIATION	8.8	LEVEL II	145-154
		LEVEL III	155-163
		LEVEL IV	164-183

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
183	28	91267	0.03	100.00
182	22	91239	0.02	99.97
181	49	91217	0.05	99.95
180	61	91168	0.07	99.89
179	185	91107	0.20	99.82
178	146	90922	0.16	99.62
177	417	90776	0.46	99.46
176	305	90359	0.33	99.01
175	666	90054	0.73	98.67
174	1377	89388	1.51	97.94
173	701	88011	0.77	96.43
172	1090	87310	1.19	95.66
171	2170	86220	2.38	94.47
170	2499	84050	2.74	92.09
169	2802	81551	3.07	89.35
168	2859	78749	3.13	86.28
167	2931	75890	3.21	83.15
166	4985	72959	5.46	79.94
165	3118	67974	3.42	74.48
164	2944	64856	3.23	71.06
163	5718	61912	6.27	67.84
162	3720	56194	4.08	61.57
161	4402	52474	4.82	57.50
160	4201	48072	4.60	52.67
159	3770	43871	4.13	48.07
158	4299	40101	4.71	43.94
157	2713	35802	2.97	39.23
156	3243	33089	3.55	36.26
155	3505	29846	3.84	32.70
154	2735	26341	3.00	28.86
153	2721	23606	2.98	25.86
152	2475	20885	2.71	22.88
151	2327	18410	2.55	20.17
150	1341	16083	1.47	17.62
149	2502	14742	2.74	16.15
148	1197	12240	1.31	13.41
147	1566	11043	1.72	12.10
146	1197	9477	1.31	10.38
145	1507	8280	1.65	9.07
144	1678	6773	1.84	7.42
143	953	5095	1.04	5.58
142	877	4142	0.96	4.54
141	776	3265	0.85	3.58
140	634	2489	0.69	2.73
139	552	1855	0.60	2.03
138	645	1303	0.71	1.43
LESS THAN 138	658	658	0.72	0.72

*Students with valid scores are those students who attempted at least one item on the test.

Table 35. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	91,368
MEAN	169.2
STANDARD DEVIATION	11.0

HIGH SCORE	203
LOW SCORE	134
ACHIEVEMENT LEVEL RANGES	
LEVEL I	134-151
LEVEL II	152-160
LEVEL III	161-172
LEVEL IV	173-203

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
203	17	91368	0.02	100.00
200	59	91351	0.06	99.98
199	22	91292	0.02	99.92
198	94	91270	0.10	99.89
197	187	91176	0.20	99.79
196	134	90989	0.15	99.59
195	150	90855	0.16	99.44
194	436	90705	0.48	99.27
193	120	90269	0.13	98.80
192	543	90149	0.59	98.67
191	578	89606	0.63	98.07
190	660	89028	0.72	97.44
189	734	88368	0.80	96.72
188	826	87634	0.90	95.91
187	849	86808	0.93	95.01
186	1196	85959	1.31	94.08
185	1582	84763	1.73	92.77
184	1328	83181	1.45	91.04
183	1438	81853	1.57	89.59
182	1457	80415	1.59	88.01
181	2023	78958	2.21	86.42
180	2071	76935	2.27	84.20
179	2487	74864	2.72	81.94
178	1817	72377	1.99	79.21
177	2858	70560	3.13	77.23
176	2531	67702	2.77	74.10
175	3301	65171	3.61	71.33
174	2868	61870	3.14	67.72
173	2924	59002	3.20	64.58
172	3137	56078	3.43	61.38
171	3201	52941	3.50	57.94
170	3324	49740	3.64	54.44
169	2734	46416	2.99	50.80
168	4153	43682	4.55	47.81
167	2168	39529	2.37	43.26
166	3559	37361	3.90	40.89
165	2943	33802	3.22	37.00
164	2239	30859	2.45	33.77
163	3038	28620	3.33	31.32
162	2236	25582	2.45	28.00
161	2261	23346	2.47	25.55
160	2190	21085	2.40	23.08
159	2164	18895	2.37	20.68
158	2037	16731	2.23	18.31
157	2008	14694	2.20	16.08
156	1298	12686	1.42	13.88
155	1843	11388	2.02	12.46
154	1714	9545	1.88	10.45
153	1515	7831	1.66	8.57
152	1370	6316	1.50	6.91
151	1124	4946	1.23	5.41
150	1028	3822	1.13	4.18
149	801	2794	0.88	3.06
148	615	1993	0.67	2.18
147	562	1378	0.62	1.51
146	302	816	0.33	0.89
145	233	514	0.26	0.56
LESS THAN 145	281	281	0.31	0.31

*Students with valid scores are those students who attempted at least one item on the test.

Table 36. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 8 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	87,903
MEAN	161.9
STANDARD DEVIATION	8.3

HIGH SCORE	186
LOW SCORE	132
ACHIEVEMENT LEVEL RANGES	
LEVEL I	132-144
LEVEL II	145-155
LEVEL III	156-165
LEVEL IV	166-184

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
186	4	87903	0.00	100.00
184	30	87899	0.03	100.00
182	165	87869	0.19	99.96
181	121	87704	0.14	99.77
179	512	87583	0.58	99.64
177	977	87071	1.11	99.05
176	1371	86094	1.56	97.94
175	501	84723	0.57	96.38
174	1879	84222	2.14	95.81
173	2186	82343	2.49	93.67
172	2478	80157	2.82	91.19
171	2816	77679	3.20	88.37
170	3000	74863	3.41	85.17
169	3051	71863	3.47	81.75
168	3993	68812	4.54	78.28
167	4163	64819	4.74	73.74
166	4198	60656	4.78	69.00
165	3888	56458	4.42	64.23
164	3876	52570	4.41	59.80
163	5534	48694	6.30	55.40
162	3495	43160	3.98	49.10
161	4874	39665	5.54	45.12
160	3750	34791	4.27	39.58
159	2803	31041	3.19	35.31
158	3970	28238	4.52	32.12
157	3542	24268	4.03	27.61
156	2674	20726	3.04	23.58
155	1960	18052	2.23	20.54
154	2209	16092	2.51	18.31
153	2422	13883	2.76	15.79
152	1071	11461	1.22	13.04
151	1662	10390	1.89	11.82
150	1317	8728	1.50	9.93
149	1096	7411	1.25	8.43
148	779	6315	0.89	7.18
147	949	5536	1.08	6.30
146	724	4587	0.82	5.22
145	914	3863	1.04	4.39
144	567	2949	0.65	3.35
143	496	2382	0.56	2.71
142	587	1886	0.67	2.15
141	365	1299	0.42	1.48
140	444	934	0.51	1.06
LESS THAN 140	490	490	0.56	0.56

*Students with valid scores are those students who attempted at least one item on the test.

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Table 37. 1997-98 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	87,978	HIGH SCORE	207
		LOW SCORE	137
MEAN	173.7	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	137-154
STANDARD DEVIATION	11.6	LEVEL II	155-164
		LEVEL III	165-177
		LEVEL IV	178-208

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
207	8	87978	0.01	100.00
205	25	87970	0.03	99.99
204	7	87945	0.01	99.96
203	12	87938	0.01	99.95
202	154	87926	0.18	99.94
201	75	87772	0.09	99.77
200	209	87697	0.24	99.68
199	375	87488	0.43	99.44
198	133	87113	0.15	99.02
197	358	86980	0.41	98.87
196	649	86622	0.74	98.46
195	729	85973	0.83	97.72
194	871	85244	0.99	96.89
193	842	84373	0.96	95.90
192	961	83531	1.09	94.95
191	1035	82570	1.18	93.85
190	1089	81535	1.24	92.68
189	1885	80446	2.14	91.44
188	1603	78561	1.82	89.30
187	1670	76958	1.90	87.47
186	2073	75288	2.36	85.58
185	1706	73215	1.94	83.22
184	2702	71509	3.07	81.28
183	1940	68807	2.21	78.21
182	2407	66867	2.74	76.00
181	2587	64460	2.94	73.27
180	3168	61873	3.60	70.33
179	2659	58705	3.02	66.73
178	2105	56046	2.39	63.70
177	3356	53941	3.81	61.31
176	2305	50585	2.62	57.50
175	3494	48280	3.97	54.88
174	2336	44786	2.66	50.91
173	3025	42450	3.44	48.25
172	2971	39425	3.38	44.81
171	2546	36454	2.89	41.44
170	1814	33908	2.06	38.54
169	3150	32094	3.58	36.48
168	2525	28944	2.87	32.90
167	1878	26419	2.13	30.03
166	1827	24541	2.08	27.89
165	1869	22714	2.12	25.82
164	1832	20845	2.08	23.69
163	1803	19013	2.05	21.61
162	1770	17210	2.01	19.56
161	1735	15440	1.97	17.55
160	1835	13705	2.09	15.58
159	1719	11870	1.95	13.49
158	1628	10151	1.85	11.54
157	1530	8523	1.74	9.69
156	939	6993	1.07	7.95
155	1313	6054	1.49	6.88
154	786	4741	0.89	5.39
153	1059	3955	1.20	4.50
152	861	2896	0.98	3.29
151	664	2035	0.75	2.31
150	483	1371	0.55	1.56
149	428	888	0.49	1.01
148	214	460	0.24	0.52
LESS THAN 148	246	246	0.28	0.28

*Students with valid scores are those students who attempted at least one item on the test.

Table 38. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Reading

State	Mean Score*	1998 LEA Performance
	150.9	Chapel Hill City
	...	
	150.3	Elkin City
	150.1	Transylvania
	...	
	149.3	Orange Co. Charter†
	...	
	148.9	Sterling Montessori†
	148.7	Buncombe, Macon
	148.5	Village Charter†
	148.3	Ashe, Clay, Wake
	148.1	Henderson, Mitchell, Pamlico, Yancey
	147.9	Cabarrus, Haywood, Stanly
	147.7	Cherokee, Davie, Polk, Watauga
	147.5	Burke, Dare, Kings Mountain City
	147.3	Avery, Craven, Johnston, Yadkin
	147.1	Davidson, Madison, Moore, Mount Airy City
	146.9	Union
	146.7	Currituck, New Hanover
	146.5	Catawba, Clinton City, Onslow, Swain
	146.3	Caldwell, Forsyth, Granville, Roanoke Rapids City, Tyrrell, Wilkes
	146.1	Alexander, Wilson
	145.9	Cleveland, Mecklenburg, Orange, Randolph, Rutherford
1998 State	145.7	Graham, Jackson, Kannapolis City, Lenoir, McDowell, Nash
	145.5	Beaufort, Chatham, Mooresville City, Surry
	145.3	Alleghany, Brunswick, Carteret, Gates, Guilford, Lincoln, Pender, Whiteville City
	145.1	Cumberland, Gaston, Iredell-Statesville, Person, Richmond, Summit, Wayne
	...	
	144.7	Harnett, Lexington City
	144.5	Camden, Duplin, Jones, Rowan
	144.3	Alamance, Sampson
1997 State	144.1	Asheboro City, Franklin, Hickory City, Pasquotank, Pitt, Rockingham
1996 State	143.9	Asheville City, Durham, Greene, Lee, Montgomery, Perquimans, Thomasville City
	143.7	Francine Delaney
1995 State	143.5	Bright Horizons, Stokes
	143.3	Halifax, Newton-Conover City
	143.1	Shelby City
1994 State	142.9	Arapahoe†, Columbus
1993 State	142.7	Englemann†, Hyde, Northampton
	...	
	142.3	Anson, Bladen, Scotland
	142.1	Caswell, Edgecombe, Warren
	141.9	Bridges†, Hoke, Martin, S.B. Howard†, Vance
	141.7	Hertford, Robeson
	141.5	Chowan
	141.3	Charter Public†
	141.1	The Learning Center†
	...	
	140.5	Washington
	...	
	140.1	Bertie
	139.9	The Children's Village Academy†
	...	
	139.3	Weldon City
	...	
	137.9	C.G. Woodson†
	...	
	137.5	Chatham Charter†
	137.3	The Community Charter School†
	...	
	136.5	Durham Community Charter†
	...	
	135.1	Nguzo Saba†
	...	
	127.9	United Children†
	**	Bonner Academy†, Grandfather Academy†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 39. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Mathematics

State	Mean Score*	1998 LEA Performance
	148.5	Chapel Hill City
	....	
	147.5	Clay, Elkin City, Transylvania
	147.0	Swain, Village Charter†
	146.5	Macon, Madison
	146.0	Ashe, Mount Airy City, Yancey
	145.5	Davie, Roanoke Rapids City, Stanly
	145.0	Beaufort, Buncombe, Cabarrus, Cherokee, Henderson, Johnston, Kings Mountain City, Mitchell, Pamlico, Wake, Watauga
	144.5	Haywood, Moore, Polk, Union, Wilkes
	144.0	Avery, Burke, Cleveland, Currituck, Dare, Davidson, Jackson, Kannapolis City, New Hanover, Summit†, Tyrrell, Yadkin
	143.5	Chatham, Gates, Onslow, Surry
1997 State	143.0	Alleghany, Caldwell, Clinton City, Craven, Graham, Granville, McDowell, Montgomery, Nash, Randolph
1998 State	142.5	Brunswick, Carteret, Catawba, Forsyth, Lenoir, Lincoln, Mooresville City, Orange, Orange Co. Charter†, Pender, Rutherford, Wilson
1996 State	142.0	Alexander, Cumberland, Franklin, Guilford, Harnett, Jones, Mecklenburg, Pasquotank, Person, Richmond, Sampson, Wayne
1995 State	141.5	Alamance, Duplin, Gaston, Iredell-Statesville, Lexington City, Rowan, Whiteville City
	141.0	Arapahoe Charter†, Asheboro City, Northampton, Pitt, Rockingham
	140.5	Bridges†, Columbus, Hickory City, Shelby City, The Learning Center†
1993, 1994 State	140.0	Durham, Greene, Lee, Newton-Conover City, Perquimans, Scotland, Stokes
	139.5	Asheville City, Camden, Halifax, Hoke, Thomasville City
	139.0	Anson, Caswell, Englemann†, Martin
	138.5	Francine Delaney†, Warren
	138.0	Bladen, Edgecombe, Robeson, Vance
	137.5	Bertie, Chowan
	137.0	Hyde
	136.5	Hertford, Weldon City
	136.0	Bright Horizons†, Chatham Charter†, Washington
	135.5	Sterling Montessori†
	134.0	S.B. Howard†
	131.5	Community Charter School†
	131.0	Charter Public†
	130.5	The Children's Village Academy†
	130.0	Durham Community Charter†, Nguzo Saba†
	129.0	C.G. Woodson†
	121.5	United Children†
	**	Bonner Academy†, Grandfather Academy†

*Scale scores are rounded up to the nearest five-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 40. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Reading

State	Mean Score*	1998 LEA Performance
	157.7	Sterling Montessori†
	…	
	157.3	Magellan†
	…	
	156.1	Chapel Hill City
	153.9	Clay, Transylvania
	153.7	Village Charter†
	…	
	153.3	Summit†
	…	
	152.5	Wake
	…	
	152.1	Watauga
	151.9	Buncombe
	151.7	Haywood, Henderson
	151.5	Cabarrus, Dare
	151.3	Camden, Cherokee, Johnston, New Hanover, Pamlico
	151.1	Ashe, Elkin City, Mount Airy City, Orange
	150.9	Asheboro City, Macon
	150.7	Avery, Craven, Davie, Polk, Union
	150.5	Jackson, Stanly, Whiteville City, Yancey
	150.3	Forsyth, Hickory City, Jones, Kings Mountain City, Newton-Conover City, Surry
	150.1	Caldwell, Davidson, Onslow
	149.9	Burke, Mitchell, Wilkes, Yadkin
	149.7	Alleghany, Guilford, McDowell, Mooresville City, Swain
	149.5	Chatham, Currituck, Kannapolis City, Lenoir, Madison
1998 State	149.3	Carteret, Catawba, Cumberland, Pender, Person
	149.1	Alexander, Graham, Mecklenburg, Stokes
	148.9	Duplin, Randolph, Rutherford
1996 State	148.7	Asheville City, Hyde, Iredell-Statesville, Rowan, Wayne
1997 State	148.5	Brunswick, Charter Public†, Gates, Moore, Nash, Pitt, Rockingham
	148.3	Clinton City, Lee, Orange Co. Charter†, Sampson, Wilson
	148.1	Alamance, Durham, Franklin, Gaston, Lincoln
1994 State	147.9	Halifax
1995 State	147.7	Granville, Harnett, Montgomery
	147.5	Roanoke Rapids City
	147.3	Arapahoe†, Beaufort, Chatham Charter†, Greene
1993 State	147.1	Cleveland, Columbus, Lexington City, Pasquotank, Richmond, Tyrrell
	…	
	146.7	Bladen, Caswell
	146.5	Chowan, Francine Delaney†, Scotland, Shelby City
	146.3	Anson, Hoke
	146.1	Martin, Northampton, Warren
	145.9	Weldon City
	145.7	Perquimans
	…	
	145.3	Bridges†
	145.1	S.B. Howard†
	144.9	Englemann†, Vance
	144.7	Robeson
	144.5	Hertford, The Learning Center†, Thomasville City
	144.3	Edgecombe, Washington
	…	
	143.5	The Community Charter School†
	143.3	Nguzo Saba†
	143.1	Bertie
	…	
	141.5	Bright Horizons†, C.G. Woodson†
	…	
	140.5	United Children†
	**	Bonner Academy†, Grandfather Academy†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 41. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Mathematics

State	Mean Score*	1998 LEA Performance
	163.5	Magellan†
	...	
	158.5	Chapel Hill City
	...	
	156.5	Transylvania
	156.0	Sterling Montessori†, Swain, Village Charter†, Whiteville City
	155.5	Alleghany, Clay, Macon, Polk
	155.0	Kings Mountain City, Watauga
	154.5	Arapahoe Charter†, Buncombe, Cabarrus, Camden, Surry
	154.0	Avery, Cherokee, Davie, Henderson, New Hanover, Newton-Conover City, Wake
	153.5	Davidson, Johnston, Jones, Madison, Mount Airy City, Union, Wilkes
	153.0	Ashe, Burke, Caldwell, Dare, McDowell, Onslow, Orange, Pamlico, Yadkin, Yancey
	152.5	Currituck, Duplin, Haywood, Hickory City, Jackson, Kannapolis City, Person, Rutherford, Stanly
	152.0	Craven, Elkin City, Forsyth, Mitchell, Mooresville City, Pender
1998 State	151.5	Brunswick, Carteret, Catawba, Chatham, Cumberland, Franklin, Guilford, Halifax, Hyde, Lincoln, Randolph, Rowan, Stokes, Summit†
	151.0	Alamance, Cleveland, Clinton City, Granville, Greene, Iredell-Statesville, Lenoir, Lexington City, Mecklenburg, Montgomery, Nash, Sampson, Wayne
	150.5	Lee, Moore, Shelby City, Wilson
	150.0	Alexander, Asheboro City, Beaufort, Columbus, Gaston, Gates, Harnett, Pitt, Richmond, Rockingham
1997 State	149.5	Anson, Asheville City, Durham, Orange Co. Charter†, Pasquotank, Roanoke Rapids City, Tyrrell, Weldon City
	149.0	Caswell
1996 State	148.5	Chatham Charter†, Francine Delaney†, Northampton, Scotland
1995 State	148.0	Hoke, Vance, Warren
1994 State	147.5	Bladen, Chowan
	147.0	Martin, Robeson, Thomasville City
1993 State	146.5	
	146.0	Bertie, Graham, Hertford, Perquimans, Washington
	145.5	Edgecombe, The Learning Center†
	145.0	Nguzo Saba†
	144.5	Bridges†
	144.0	Charter Public†, Englemann†
	—	
	143.0	Bright Horizons†, C.G. Woodson†
	—	
	142.0	S.B. Howard†
	141.5	Community Charter School†
	—	
	135.0	United Children†
	**	Bonner Academy†, Grandfather Academy†

*Scale scores are rounded up to the nearest five-tenths of a point. **Data are not reported where number tested is fewer than five.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 42. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading

State	Mean Score*	1998 LEA Performance
	162.3	Magellan†
	162.1	Sterling Montessori†
	161.1	Orange Co. Charter†
	160.3	Chapel Hill City
	158.9	Summit†
	158.3	Camden, Transylvania
	157.9	Polk
	157.7	Mast†
	157.3	Elkin City, Wake, Watauga
	156.9	Arapahoe†
	156.7	Buncombe
	156.5	Yancey
	156.1	Burke, Craven, Dare, Henderson
	155.9	Francine Delaney, Haywood, Johnston, Mitchell, New Hanover, Swain, Union
	155.7	Cabarrus, Cherokee, Macon
	155.5	Alleghany, Ashe, Clay, Mount Airy City, Orange, Stanly
	155.3	Asheboro City, Avery, Surry
	155.1	Wilkes
	154.9	Alexander, Davidson, Davie, Forsyth, Jackson, Onslow, Pamlico
	154.7	Caldwell, Jones, Kings Mountain City, McDowell, Whiteville City
	154.5	Catawba, Chatham, Guilford, Lenoir, Moore
1998 State	154.3	Asheville City, Hickory City, Madison, Randolph, Roanoke Rapids City
	154.1	Clinton City, Cumberland, Currituck, Graham
	153.9	Carteret, Gates, Mecklenburg, Newton-Conover City, Pender, Person, Rutherford, Yadkin
	153.7	Duplin, Durham, Harnett, Lincoln, Perquimans
	153.5	Granville, Lee, Mooresville City, Richmond, Stokes, Wayne
	153.3	Alamance, Beaufort, Brunswick, Iredell-Statesville, Kannapolis City, Nash, Pitt, Wilson
1997 State	153.1	Gaston, Rockingham, Rowan, Scotland
	152.9	Sampson
	152.7	Bridges, Montgomery
1995 State	152.5	Columbus, Englemann†, Halifax, Northampton, Shelby City
	152.3	Bladen, Cleveland, Tyrrell
1996 State	152.1	Warren
	151.9	Caswell, Charter Public†, Franklin, Lexington City, Pasquotank, Village Charter†
1994 State	151.7	
1993 State	151.5	Chowan, Hoke
	151.1	Greene, Martin
	150.9	Vance
	150.7	Hyde, Thomasville City
	150.5	S.B. Howard†, Washington
	150.1	Bertie
	149.9	Bright Horizons†
	149.7	Anson, Chatham Charter†, Edgecombe
	149.5	Robeson
	148.9	Hertford
	148.7	Nguzo Saba†
	148.5	Weldon City
	144.3	The Community Charter School†
	143.9	C.G. Woodson†
	143.1	United Children†
	**	Bonner Academy†, Grandfather Academy†, Lakeside†, The Learning Center†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 43. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Mathematics

State	Mean Score*	1998 LEA Performance
	168.0	Magellan†
	164.0	Arapahoe Charter†, Chapel Hill City
	163.0	Orange Co. Charter†, Polk, Transylvania
	162.5	Mount Airy City
	162.0	Francine Delaney†, Summit†
	161.5	Alleghany, Watauga, Yancey
	160.5	Buncombe, Surry, Wake
	160.0	Ashe, Cabarrus, Graham, Haywood, Newton-Conover City, Pamlico, Sterling Montessori†, Swain
	159.5	Burke, Dare, Johnston, Kings Mountain City, Macon, Mast†, McDowell, Rutherford, Union, Whiteville City
	159.0	Catawba, Davidson, Davie, Elkin City, Henderson, Madison, Mitchell, New Hanover, Stanly, Wilkes
	158.5	Avery, Cherokee, Craven, Forsyth, Hickory City, Lincoln, Randolph
	158.0	Clay, Cleveland, Currituck, Kannapolis City, Onslow, Roanoke Rapids City, Shelby City
1998 State	157.5	Alamance, Asheville City, Beaufort, Caldwell, Chatham, Duplin, Guilford, Lee, Lenoir, Northampton
	157.0	Asheboro City, Clinton City, Halifax, Jackson, Jones, Lexington City, Moore, Mooresville City, Orange, Pender, Person, Richmond, Stokes, Wilson, Yadkin
1997 State	156.5	Alexander, Camden, Carteret, Cumberland, Gaston, Mecklenburg, Montgomery, Nash, Pasquotank, Pitt, Rowan, Scotland
	156.0	Bladen, Brunswick, Caswell, Durham, Gates, Harnett, Iredell-Statesville, Perquimans, Wayne
1996 State	155.5	Columbus, Franklin, Rockingham
	155.0	Granville, Sampson, Thomasville City, Warren
1995 State	154.5	Hoke, Vance, Village Charter†
	154.0	Bertie, Martin
1994 State	153.5	Anson, Chowan
	153.0	Edgecombe, Englemann†, Greene, Weldon City
1993 State	152.5	Hyde, Robeson, Tyrrell, Washington
	151.5	Hertford
	151.0	Bright Horizons†
	149.5	Chatham Charter†
	148.0	Charter Public†
	147.0	S.B. Howard†
	146.5	Bridges†
	146.0	C.G. Woodson†
	145.5	Nguzo Saba†
	144.5	Community Charter School†
	141.0	United Children†
	**	Bonner Academy†, Grandfather Academy†, Lakeside†, The Learning Center†

*Scale scores are rounded up to the nearest five-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 44. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Reading

State	Mean Score*	1998 LEA Performance
	165.3	Magellan†
	164.9	Exploris†
	161.9	Sterling Montessori†
	161.7	Chapel Hill City, Transylvania
	161.3	Summit†
	160.5	Village Charter†
	159.7	Watauga
	159.5	The Downtown Middle School†
	159.1	Arapahoe†
	158.9	Alleghany, Swain, Yancey
	158.7	Dare
	158.5	Clay, Wake
	158.3	Buncombe, Cherokee, Henderson
	158.1	Elkin City, Jackson, Mitchell, Orange Co. Charter†
	157.9	Ashe
	157.7	Cabarrus, Currituck, Madison, McDowell, Mount Airy City
	157.5	Haywood
	157.3	Mast†, Stanly
	157.1	Carteret, Craven, Gates, Moore, Surry
	156.9	Johnston, Macon, New Hanover, Polk, Richmond
	156.7	Alexander, Burke, Orange, Yadkin
	156.5	Catawba, Clinton City, Englemann†, Graham, Guilford, Pamlico, Wilkes
	156.3	Caldwell, Union, Whiteville City
	156.1	Camden, Chatham, Davidson, Davie, Duplin, Forsyth, Kings Mountain City, Mooresville City
1998 State	155.9	Cumberland
1997 State	155.7	Avery, Iredell-Statesville, Roanoke Rapids City, Rutherford, Stokes, Wayne
	155.5	Granville, Lee, Newton-Conover City, Onslow
1996 State	155.3	Hyde, Lincoln, Nash, Pasquotank, Pender, Person, Pitt, Randolph
	155.1	Harnett, Hickory City, Mecklenburg
	154.9	Brunswick, Gaston
	154.7	Alamance, Asheboro City, Sampson
1994, 1995 State	154.5	Durham, Franklin, Montgomery, Rowan, S.B. Howard†, Tyrrell
	154.3	Asheville City, Kannapolis City, Lenoir
1993 State	154.1	Washington
	153.9	Beaufort, Jones, Rockingham, Shelby City
	153.7	Scotland, Wilson
	153.5	Chowan, Cleveland
	153.3	Bladen, Caswell, Lexington City, Martin, Vance
	153.1	Edgecombe
	152.9	Columbus, Hoke
	152.7	Thomasville City
	152.5	Perquimans
	152.3	Anson
	152.1	Halifax, Northampton, Robeson, Warren
	150.9	Bertie, Chatham Charter†
	150.5	Hertford
	150.1	Greene
	148.9	Bridges, C.G. Woodson†
	148.3	Quality Education†, Weldon City
	145.7	Right Step Academy†
	143.9	Nguzo Saba†
	143.1	CIS Academy†
	141.9	Lakeside†
	**	Bonner Academy†, Grandfather Academy†, Lift Academy†, School in the Community†, The Learning Center†, United Children†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 45. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Mathematics

State	Mean Score*	1998 LEA Performance
	174.0	Magellan†
	173.5	Exploris Middle School†
	...	
	172.5	Arapahoe Charter†
	...	
	171.5	Transylvania
	...	
	170.5	Chapel Hill City
	...	
	169.0	Summit†, Watauga
	168.5	Graham
	168.0	Ashe, Clay, Village Charter†, Yancey
	167.5	Alleghany, Buncombe, Kings Mountain City, Pamlico
	167.0	Haywood, Jackson, Madison, McDowell, Mount Airy City, Swain
	166.5	Surry, The Downtown Middle School†, Wake
	166.0	Cabarrus, Catawba, Henderson, Mast†, Polk, Stanly
	165.5	Caldwell, Currituck, Dare, Macon, Mitchell, New Hanover
	165.0	Burke, Cherokee, Clinton City, Elkin City, Iredell-Statesville, Johnston, Newton-Conover City, Richmond, Roanoke Rapids City, Rutherford, Wilkes
	164.5	Alexander, Avery, Davie, Lee, Moore, Tyrrell
1998 State	164.0	Carteret, Craven, Davidson, Lenoir, Lincoln, Onslow
	163.5	Cleveland, Duplin, Forsyth, Granville, Guilford, Hickory City, Mooresville City, Orange, Pasquotank, Pender, Person, Sampson, Union, Wayne, Yadkin
	163.0	Alamance, Brunswick, Camden, Chatham, Franklin, Gaston, Gates, Harnett, Nash, Randolph, Whiteville City, Wilson
	162.5	Asheboro City, Asheville City, Cumberland, Hyde, Pitt, Rowan, Shelby City, Sterling Montessori†, Stokes, Vance
1997 State	162.0	Beaufort, Caswell, Durham, Kannapolis City, Lexington City, Mecklenburg, Orange Co. Charter†, Thomasville City
1996 State	161.5	Edgecombe, Englemann†, Halifax, Jones, Rockingham, Scotland, Washington
	161.0	Anson, Chowan
1995 State	160.5	Bladen, Columbus, Hoke, Montgomery, Northampton, Perquimans, Robeson
	160.0	Chatham Charter†, S.B. Howard†
1994 State	159.5	
	...	
1993 State	158.5	
	158.0	Bertie, Bridges†, Greene, Martin, Weldon City
	157.5	Warren
	...	
	155.5	C.G. Woodson†
	...	
	154.5	Hertford
	...	
	152.0	Quality Education†
	...	
	150.5	Lakeside†
	...	
	148.0	CIS Academy†
	147.5	Right Step Academy†
	147.0	Nguzo Saba†
	**	Bonner Academy†, Grandfather Academy†, Lift Academy†, School in the Community†, The Learning Center†, United Children†

*Scale scores are rounded up to the nearest five-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 46. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading

State	Mean Score*	1998 LEA Performance
	165.1	Chapel Hill City
	164.7	Magellan†
	164.5	Summit†
	163.5	Transylvania
	163.1	Mast†
	162.7	Watauga
	162.1	Elkin City
	161.9	Clay, Yancey
	161.7	Cherokee, Mount Airy City, Polk, The Downtown Middle School†, Wake
	161.5	Buncombe, Cabarrus
	161.3	Arapahoe†
	161.1	Haywood, New Hanover
	160.9	Dare, Henderson, Pamlico, Swain
	160.5	Jackson, Johnston, Mitchell, Surry
	160.3	Asheboro City, Burke, Clinton City, Craven, Davie, Madison
	160.1	Avery, Camden, Mooresville City
	159.7	Ashe, Chatham, Guilford, Orange, Pender
	159.5	Asheville City, Brunswick, Hickory City, Macon, Orange Co. Charter†, Person
	159.3	Caldwell, Catawba, Englemann†, Iredell-Statesville, Lee, Moore, Roanoke Rapids City, Yadkin
1998 State	159.1	Alleghany, Forsyth, Graham, Granville, Kings Mountain City, McDowell, Onslow, Stanly, Union, Whiteville City
	158.9	Alexander, Carteret, Cumberland, Newton-Conover City, Pasquotank, Wilkes
	158.7	Harnett, Pitt
	158.5	Chowan, Davidson
1997 State	158.3	Currituck, Duplin, Randolph, Sampson, Thomasville City, Tyrrell
1995 State	158.1	Alamance, Durham, Gaston, Lenoir, Mecklenburg, Rowan, Rutherford, Wayne
1996 State	157.9	Cleveland, Nash, Richmond, Scotland, Shelby City, Stokes
	157.7	Beaufort, Kannapolis City, Rockingham, Wilson
	157.5	Edgecombe, Northampton
1994 State	157.3	Caswell, Martin
1993 State	157.1	Bladen, Gates, Lincoln
	156.9	Anson, Franklin, Weldon City
	156.7	Jones, Montgomery
	156.5	Columbus, The Learning Center†
	156.1	Lexington City
	155.9	Greene, Hoke
	155.3	Perquimans, Robeson
	155.1	Bridges, Hyde, Vance, Warren
	154.9	Washington
	154.7	Bertie
	153.9	Halifax
	153.7	Hertford
	152.5	Chatham Charter†
	151.5	C.G. Woodson†
	150.3	Quality Education†
	149.1	Lakeside†
	148.3	Bonner Academy†
	148.1	Grandfather Academy†
	146.3	Right Step Academy†
	146.1	Lift Academy†
	143.3	CIS Academy†
	**	Nguzo Saba†, School in the Community†, United Children†, Village Charter†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 47. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics

State	Mean Score*	1998 LEA Performance
	178.5	Transylvania
	178.0	Magellan†
	177.0	Chapel Hill City
	175.0	Arapahoe Charter†, Clay
	174.5	Buncombe, Elkin City, Watauga
	174.0	Haywood, Mast†
	173.0	Cabarrus, Dare, Yancey
	172.5	Ashe, Cherokee, Graham, Newton-Conover City, Wake
	172.0	Jackson, Johnston, Madison, Mount Airy City, Pamlico, Surry
	171.5	Alleghany, Asheville City, Avery, Davie, Henderson, McDowell, New Hanover, Summit†
	171.0	Burke, Davidson, Pender, Polk, Roanoke Rapids City
	170.5	Brunswick, Catawba, Clinton City, Jones, Kannapolis City, Lee, The Downtown Middle School†, Union, Wilkes
	170.0	Caldwell, Cleveland, Harnett, Hickory City, Iredell-Statesville, Kings Mountain City, Mooresville City, Northampton
1998 State	169.5	Asheboro City, Camden, Carteret, Chatham, Forsyth, Granville, Lenoir, Moore, Onslow, Orange, Scotland, Stanly
	169.0	Alamance, Alexander, Craven, Guilford, Macon, Pasquotank, Person, Swain, Weldon City, Yadkin
	168.5	Duplin, Nash, Orange Co. Charter†, Pitt, Wilson
	168.0	Anson, Beaufort, Bladen, Durham, Gaston, Mitchell, Richmond, Rowan, Rutherford, Shelby City, Stokes, Thomasville City, Wayne
1997 State	167.5	Edgecombe, Lexington City, Lincoln, Mecklenburg, Montgomery, Rockingham, Sampson
	167.0	Cumberland, Currituck, Englemann†, Randolph
1996 State	166.5	Chowan, Franklin, Martin, Perquimans, Robeson, Whiteville City
1995 State	166.0	
	165.5	Caswell, Columbus, Halifax, Hyde, Vance
1994 State	165.0	Greene
1993 State	164.5	Gates, Hoke, Washington
	163.5	Bertie, Bridges†, Tyrrell
	163.0	Warren
	161.5	Hertford
	161.0	C.G. Woodson†
	160.0	Chatham Charter†
	159.5	The Learning Center†
	156.0	Quality Education†
	155.5	Grandfather Academy†
	155.0	Lift Academy†
	154.5	Right Step Academy†
	152.5	Bonner Academy†, CIS Academy†, Lakeside†
	**	Nguzo Saba†, School in the Community†, United Children†, Village Charter†

*Scale scores are rounded up to the nearest five-tenths of a point. **Data are not reported where number tested is fewer than five.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 48. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading

State	Mean Score*	1998 LEA Performance
	167.7	Chapel Hill City
	166.7	Elkin City, Magellan†
	165.3	Clay
	164.9	Summit†, Transylvania, Yancey
	164.7	Dare, Watauga
	164.5	Buncombe, Wake
	164.3	Polk
	164.1	Mitchell, Swain
	163.9	Cherokee, Graham, New Hanover
	163.7	Cabarrus, Englemann†, Henderson, Mooresville City
	163.5	Alleghany
	163.3	Arapahoe†, Jackson, Johnston, McDowell, Union
	163.1	Haywood, Macon, Mount Airy City
	162.9	Asheville City, Burke, Kings Mountain City, Yadkin
	162.7	Ashe, Newton-Conover City, Orange, Orange Co. Charter†, Stanly
	162.5	Craven, Davie, Iredell-Statesville, Moore, Surry
	162.3	Caldwell, Chatham, Duplin, Granville, Guilford, Hickory City, Kannapolis City, Lenoir, Pamlico
	162.1	Alexander, Brunswick, Forsyth, Lee, Roanoke Rapids City, Wilkes
1998 State	161.9	Carteret, Catawba, Clinton City, Currituck, Pender, Person
	161.7	Davidson, Harnett, Whiteville City
	161.5	Avery, Cumberland, Durham, Randolph, Wayne
	161.3	Alamance, Asheboro City, Onslow, Pitt
	161.1	Lincoln, Rowan, Wilson
1997 State	160.9	Chatham Charter, Chowan, Madison, Mecklenburg, Montgomery, Nash, Rockingham, Stokes
	160.7	Caswell
	160.5	Beaufort, Cleveland, Gaston, Gates, Perquimans, Richmond
	160.3	Bladen, Franklin, Martin, Pasquotank, Tyrrell
1995, 1996 State	160.1	Edgecombe, Sampson
	159.9	Columbus, Northampton, Rutherford, Thomasville City
1994 State	159.7	Shelby City
	159.5	Hyde
	159.1	Bertie, Hoke, Scotland, Vance, Warren, Washington
	158.9	Greene, Lexington City
1993 State	158.7	Anson, Camden
	158.5	Jones, Robeson
	157.9	Hertford
	157.7	Bridges†
	157.1	Quality Education†
	155.7	Halifax
	155.3	Grandfather Academy†
	153.7	Weldon City
	152.5	C.G. Woodson†
	151.5	Lift Academy†
	150.7	Right Step Academy†
	150.1	Lakeside†
	147.9	CIS Academy†
	**	Bonner Academy†, Nguzo Saba†, School in the Community†, The Learning Center†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 49. 1997-98 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics

State	Mean Score*	1998 LEA Performance
	183.0	Summit†
	182.5	Transylvania
	...	
	181.5	Magellan†
	181.0	Chapel Hill City
	...	
	179.5	Elkin City
	179.0	Buncombe, Clay
	178.5	Arapahoe Charter†, Henderson, Pamlico, Watauga
	178.0	Graham, Yancey
	177.5	Jackson, Johnston, Mount Airy City, Newton-Conover City, Surry, Wake
	177.0	Ashe, Cabarrus, Cherokee, Haywood, Kings Mountain City, Lenoir, McDowell, Mooresville City, New Hanover, Polk
	176.5	Alleghany, Lee, Macon, Mitchell
	176.0	Asheville City, Dare, Pender, Roanoke Rapids City, Union, Wilkes
	175.5	Brunswick, Catawba, Davie, Stanly
	175.0	Burke, Duplin, Hickory City, Iredell-Statesville, Kannapolis City, Yadkin
	174.5	Alexander, Avery, Caldwell, Davidson, Granville, Person, Swain
1998 State	174.0	Englemann†, Harnett, Madison, Wilson
	173.5	Craven, Forsyth, Nash, Orange, Rowan
	173.0	Alamance, Asheboro City, Carteret, Chatham, Clinton City, Currituck, Guilford, Montgomery, Moore, Wayne
	172.5	Beaufort, Cleveland, Durham, Onslow, Orange Co. Charter†, Pitt, Sampson, Thomasville City, Whiteville City
	172.0	Chowan, Lexington City, Mecklenburg, Northampton, Richmond, Rockingham, Scotland, Stokes
1997 State	171.5	Edgecombe, Franklin, Gaston, Randolph, Rutherford
1996 State	171.0	Bladen, Columbus, Cumberland, Lincoln, Pasquotank, Perquimans, Robeson, Shelby City, Tyrrell
1995 State	170.5	Anson, Camden, Chatham Charter†
	170.0	Caswell, Martin
	169.5	Greene, Vance, Washington
1994 State	169.0	Gates
1993 State	168.5	Halifax, Hoke
	168.0	Jones
	167.5	Bertie, Hyde, Warren
	...	
	166.0	Bridges†
	...	
	164.5	Hertford, Weldon City
	162.0	C.G. Woodson†, Quality Education†
	...	
	161.0	Grandfather Academy†
	...	
	157.5	Lakeside†, Lift Academy†, Right Step Academy†
	155.5	CIS Academy†
	**	Bonner Academy†, Nguzo Saba†, School in the Community†, The Learning Center†

*Scale scores are rounded up to the nearest five-tenths of a point. **Data are not reported where number tested is fewer than five.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 50a. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,389**	**145.7**	**142.3**	**61.1**	**1,420**	**47.2**	**1,418**	**70.4**	**29,926**	**38.9**	**2,420**	**46.2**	**793**	**60.7**	**62,390**	**72.3**
Western Region	**7,400**	**147.4**	**144.2**	**69.7**	**90**	**70.0**	**46**	**73.9**	**531**	**40.1**	**128**	**57.8**	**62**	**58.1**	**6,543**	**72.4**
Buncombe	1,945	148.6	144.6	71.9	6	83.3	16	93.8	95	47.4	31	77.4	22	54.5	1,775	73.1
Asheville City	344	143.8	139.3	54.7	1	*	5	80.0	158	31.6	5	80.0	2	*	173	73.4
Francine Delaney†	18	143.6	138.1	50.0	0	*	0	*	7	14.3	0	*	0	*	11	72.7
Cherokee	252	147.6	144.8	70.6	5	100.0	0	*	3	*	2	*	5	80.0	237	69.6
The Learning Center†	9	141.0	140.2	44.4	1	*	0	*	0	*	0	*	0	*	8	50.0
Clay	110	148.3	147.1	80.0	0	*	1	*	1	*	0	*	0	*	108	80.6
Graham	116	145.7	142.9	67.2	17	70.6	0	*	0	*	0	*	1	*	98	66.3
Haywood	600	147.9	144.2	71.7	2	*	3	*	9	44.4	2	*	5	60.0	579	72.5
Henderson	878	148.1	145.0	72.3	3	*	4	*	36	38.9	50	48.0	12	50.0	773	75.8
Jackson	261	145.6	143.8	64.8	31	58.1	1	*	4	*	2	*	2	*	221	66.1
Summit Charter†	15	145.1	143.9	66.7	0	*	0	*	0	*	2	*	0	*	13	69.2
Macon	295	148.6	146.2	76.9	0	*	0	*	8	50.0	3	*	0	*	284	77.8
Madison	211	147.1	146.1	73.0	0	*	0	*	0	*	2	*	1	*	208	73.6
McDowell	538	145.7	142.6	63.9	0	*	10	50.0	26	57.7	6	66.7	1	*	495	64.4
Mitchell	174	148.1	145.0	69.0	0	*	0	*	0	*	5	20.0	0	*	169	70.4
Polk	188	147.6	144.5	67.0	0	*	3	*	19	36.8	2	*	0	*	164	70.1
Rutherford	815	145.8	142.5	61.6	0	*	3	*	138	39.9	12	50.0	8	50.0	654	66.4
Swain	117	146.5	146.7	76.9	23	73.9	0	*	1	*	0	*	0	*	93	77.4
Transylvania	313	150.1	147.3	83.0	1	*	0	*	25	44.0	3	*	3	*	281	86.7
Yancey	201	148.1	145.8	72.6	0	*	0	*	1	*	1	*	0	*	199	72.9

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 50b. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,389**	**145.7**	**142.3**	**61.1**	**1,420**	**47.2**	**1,418**	**70.4**	**29,926**	**38.9**	**2,420**	**46.2**	**793**	**60.7**	**62,390**	**72.3**
Northwest Region	**15,093**	**146.2**	**142.6**	**62.9**	**26**	**53.8**	**251**	**53.0**	**2,403**	**34.6**	**350**	**44.0**	**106**	**54.7**	**11,956**	**69.4**
Alexander	411	146.1	142.0	63.3	1	•	8	50.0	29	41.4	14	57.1	0	•	359	65.5
Alleghany	111	145.2	142.9	61.3	0	•	0	•	1	•	5	40.0	0	•	105	62.9
Ashe	295	148.2	145.9	70.5	0	•	0	•	2	•	0	•	0	•	293	70.6
Avery	200	147.2	144.0	72.5	0	•	0	•	1	•	0	•	2	•	197	73.1
Grandfather Academy†	4	•	•	•	0	•	0	•	0	•	0	•	0	•	4	•
Burke	1,102	147.5	143.9	69.2	2	•	81	50.6	87	42.5	15	40.0	3	•	913	74.0
Caldwell	984	146.3	142.6	62.9	0	•	5	0.0	64	61.9	4	•	6	50.0	905	63.6
Nguzo Saba†	7	135.1	130.0	14.3	0	•	0	•	7	14.3	0	•	0	•	0	•
Catawba	1,190	146.4	142.1	62.7	1	•	46	50.0	86	32.6	11	54.5	9	44.4	1,037	66.0
Englemann†	11	142.7	138.9	45.5	0	•	0	•	4	•	0	•	0	•	7	71.4
Hickory City	341	144.1	140.4	54.0	0	•	13	46.2	102	22.5	10	40.0	5	40.0	211	70.6
Newton-Conover City	213	143.3	139.8	52.4	0	•	14	50.0	44	32.6	11	45.5	1	•	143	58.9
Davidson	1,413	147.1	144.0	68.5	6	66.7	5	60.0	31	35.5	9	55.6	2	•	1,360	69.4
Lexington City	227	144.6	141.4	55.3	0	•	8	37.5	105	43.8	11	36.4	6	66.7	97	70.8
Thomasville City	177	143.9	139.3	46.9	0	•	2	•	75	37.3	14	28.6	3	•	83	57.8
Davie	379	147.7	145.1	70.2	1	•	1	•	28	35.7	10	80.0	1	•	338	73.1
Forsyth	3,333	146.2	142.1	61.1	5	80.0	29	72.4	1,247	35.1	110	42.7	46	67.4	1,896	78.9
C.G. Woodson†	26	137.8	128.7	15.4	0	•	0	•	26	15.4	0	•	0	•	0	•
Iredell-Statesville	1,325	145.1	141.1	56.8	3	•	26	65.4	263	24.0	26	61.5	11	36.4	996	65.4
Mooresville City	273	145.4	142.1	63.0	0	•	4	•	53	26.4	2	•	2	•	212	72.6
Stokes	561	143.4	139.9	51.0	2	•	1	•	30	30.0	4	•	5	20.0	519	52.8
Surry	670	145.5	143.1	64.8	1	•	3	•	23	52.2	38	44.7	1	•	604	67.1
Elkin City	79	150.3	147.2	82.3	0	•	0	•	7	57.1	1	•	0	•	71	85.9
Bridges†	14	141.8	140.2	30.8	0	•	0	•	3	•	0	•	0	•	11	40.0
Mount Airy City	158	147.0	145.7	66.5	0	•	2	•	17	29.4	5	40.0	0	•	134	73.1
Watauga	357	147.6	144.8	73.7	0	•	2	•	10	50.0	2	•	0	•	343	74.6
Wilkes	756	146.3	144.2	65.6	1	•	1	•	42	42.9	13	46.2	2	•	697	67.3
United Children†	12	127.8	121.3	0.0	0	•	0	•	0	•	0	•	0	•	12	0.0
Yadkin	464	147.3	143.9	68.5	3	•	0	•	16	56.3	35	37.1	1	•	409	72.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 50c. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
		Reading	Mathematics													
	Number Tested[1]	Scale Score	Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,389**	**145.7**	**142.3**	**61.1**	**1,420**	**47.2**	**1,418**	**70.4**	**29,926**	**38.9**	**2,420**	**46.2**	**793**	**60.7**	**62,390**	**72.3**
Southwest Region	**21,196**	**145.6**	**142.2**	**60.5**	**195**	**43.8**	**413**	**68.2**	**6,447**	**37.4**	**489**	**46.8**	**108**	**55.1**	**13,544**	**72.0**
Anson	349	142.3	139.0	46.7	2	*	1	*	216	35.8	0	*	1	*	129	63.6
Cabarrus	1,347	147.9	144.9	70.1	4	*	10	100.0	153	49.0	25	44.0	15	60.0	1,140	73.5
Kannapolis City	303	145.6	143.6	62.7	1	*	4	*	90	48.9	10	60.0	1	*	197	69.0
Cleveland	769	145.8	143.6	62.5	0	*	1	*	186	42.5	6	66.7	5	60.0	571	69.0
Kings Mountain City	389	147.4	144.6	72.1	0	*	9	75.0	81	59.3	1	*	6	50.0	292	75.9
Shelby City	282	143.1	140.2	50.0	0	*	2	*	170	33.5	3	*	2	*	105	76.2
Gaston	2,401	145.0	141.1	58.6	3	*	30	63.3	511	34.9	25	72.0	9	33.3	1,823	65.0
Hoke	520	141.9	139.4	48.5	63	41.3	3	*	241	35.3	12	58.3	7	57.1	194	66.0
Lincoln	813	145.3	142.1	62.1	1	*	1	*	81	34.6	28	46.4	3	*	699	66.0
Mecklenburg	7,646	145.8	141.6	58.6	28	33.3	279	68.5	3,135	35.1	215	45.6	19	77.8	3,970	77.3
Community Charter†	15	137.3	131.3	33.3	0	*	0	*	10	0.0	0	*	0	*	5	100.0
Montgomery	331	143.9	142.8	54.2	0	*	12	66.7	103	39.2	45	44.4	1	*	170	64.7
Moore	855	147.0	144.2	68.1	12	58.3	3	*	229	48.5	24	41.7	3	*	584	76.9
Richmond	669	145.1	142.0	61.3	7	57.1	4	*	273	49.1	7	28.6	4	*	374	70.9
Rowan	1,507	144.4	141.5	57.0	8	50.0	13	46.2	291	36.4	33	33.3	11	63.6	1,151	63.0
Scotland	529	142.2	139.6	47.5	62	40.3	2	*	244	33.1	1	*	2	*	218	65.4
Stanly	754	147.9	145.2	70.6	0	*	30	50.0	108	46.7	9	22.2	6	66.7	601	76.7
Union	1,717	146.8	144.2	67.4	4	*	9	88.9	325	36.3	45	53.3	13	38.5	1,321	75.7

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 50d. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,389**	**145.7**	**142.3**	**61.1**	**1,420**	**47.2**	**1,418**	**70.4**	**29,926**	**38.9**	**2,420**	**46.2**	**793**	**60.7**	**62,390**	**72.3**
Northeast Region	**6,828**	**143.6**	**140.4**	**53.1**	**50**	**52.0**	**25**	**68.0**	**3,563**	**38.3**	**62**	**53.2**	**25**	**68.0**	**3,102**	**69.9**
Beaufort	551	145.5	144.6	64.2	0	*	2	*	239	42.3	5	60.0	1	*	304	81.3
Bertie	315	140.1	137.1	38.4	0	*	0	*	257	33.5	3	*	1	*	54	61.1
Camden	88	144.5	139.3	53.4	0	*	0	*	25	16.0	0	*	0	*	63	68.3
Chowan	206	141.4	137.1	43.2	0	*	0	*	98	33.7	2	*	2	*	104	51.9
Currituck	262	146.7	143.8	67.9	0	*	0	*	28	46.4	2	*	3	*	229	69.9
Dare	368	147.5	144.0	67.8	0	*	0	*	17	11.8	3	*	2	*	346	70.6
Edgecombe	585	142.0	137.8	46.3	0	*	0	*	350	36.9	8	37.5	0	*	227	61.2
Gates	169	145.3	143.4	61.5	0	*	1	*	75	48.0	0	*	0	*	93	72.0
Halifax	500	143.3	139.5	51.0	41	51.2	0	*	423	50.1	1	*	1	*	34	61.8
Roanoke Rapids City	257	146.2	145.2	67.6	2	*	3	*	44	50.0	0	*	1	*	207	71.8
Weldon City	84	139.2	136.3	29.8	1	*	0	*	74	27.0	1	*	0	*	7	57.1
Hertford	301	141.6	136.2	38.2	2	*	0	*	237	30.8	1	*	0	*	61	65.6
Hyde	72	142.6	137.0	48.6	0	*	0	*	43	37.2	0	*	0	*	29	65.5
Martin	383	141.9	138.6	47.8	0	*	2	*	221	34.4	2	*	0	*	158	65.2
Northampton	281	142.7	140.6	50.4	0	*	0	*	213	43.9	1	*	1	*	66	72.7
Pasquotank	489	144.0	141.8	57.0	2	*	2	*	235	42.3	3	*	4	*	243	70.4
Perquimans	137	143.8	139.8	52.6	0	*	0	*	60	40.0	0	*	0	*	77	62.3
Pitt	1,536	144.1	140.7	54.3	2	*	15	60.0	782	37.3	28	42.9	6	83.3	703	73.3
Tyrrell	52	146.3	144.0	63.5	0	*	0	*	21	33.3	1	*	0	*	30	83.3
Washington	192	140.5	135.9	36.5	0	*	0	*	121	23.1	1	*	3	*	67	58.2

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 50e. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested¹	Reading Scale Score	Mathematics Scale Score	Percent Proficient²	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,389**	**145.7**	**142.3**	**61.1**	**1,420**	**47.2**	**1,418**	**70.4**	**29,926**	**38.9**	**2,420**	**46.2**	**793**	**60.7**	**62,390**	**72.3**
Southeast Region	**17,878**	**145.0**	**141.7**	**58.9**	**927**	**44.2**	**137**	**77.4**	**6,603**	**42.3**	**572**	**49.7**	**179**	**64.8**	**9,453**	**72.1**
Bladen	456	142.2	137.9	44.1	4	*	1	*	227	31.7	8	12.5	0	*	216	57.9
Brunswick	802	145.2	142.1	61.5	9	66.7	0	*	187	43.9	6	16.7	8	62.5	592	67.4
Carteret	640	145.3	142.5	60.9	2	*	2	*	64	32.8	4	*	8	25.0	559	64.6
Columbus	539	142.9	140.5	51.7	31	51.6	0	*	228	38.5	8	0.0	2	*	270	64.7
Whiteville City	204	145.3	141.1	58.3	1	*	0	*	92	39.1	2	*	2	*	107	74.8
Craven	1,137	147.3	143.0	66.3	5	60.0	10	60.0	390	48.8	19	57.9	11	63.6	701	76.3
Cumberland	4,202	145.0	142.0	60.0	73	42.5	64	78.1	1,905	46.5	193	62.2	59	71.2	1,907	73.0
Duplin	642	144.4	141.1	57.1	0	*	1	*	224	43.4	85	37.6	0	*	332	71.0
Greene	205	143.8	140.0	51.0	1	*	2	*	107	38.3	12	18.2	0	*	83	72.3
Jones	146	144.5	142.0	58.2	1	*	0	*	74	48.6	1	*	0	*	70	68.6
Lenoir	776	145.6	142.1	59.2	0	*	1	*	391	39.7	20	55.0	2	*	362	80.3
Children's Village*	23	139.8	130.3	17.4	1	*	0	*	21	14.3	0	*	0	*	0	*
New Hanover	1,713	146.6	143.8	66.4	7	57.1	13	69.2	512	41.3	17	58.8	24	54.2	1,139	78.0
Onslow	1,656	146.4	143.1	65.9	24	75.0	29	82.8	399	49.9	56	51.8	38	81.6	1,108	71.4
Pamlico	132	148.1	144.9	73.5	0	*	1	*	39	41.0	2	*	0	*	90	86.7
Arapahoe*	36	142.8	140.6	44.4	0	*	0	*	9	0.0	1	*	0	*	26	61.5
Pender	467	145.3	142.2	60.0	0	*	0	*	152	36.2	7	85.7	1	*	307	71.0
Robeson	1,823	141.6	137.7	43.4	750	42.0	1	*	618	32.7	27	29.6	10	50.0	417	62.4
Sampson	589	144.3	141.7	57.2	8	75.0	1	*	194	41.8	49	38.8	5	40.0	332	68.7
Clinton City	200	146.4	142.9	62.5	9	44.4	0	*	112	53.6	7	57.1	0	*	72	79.2
Wayne	1,475	145.1	141.7	59.0	1	*	11	72.7	645	39.8	48	50.0	9	66.7	761	75.4
Bright Horizons*	15	143.5	136.0	46.7	0	*	0	*	13	38.5	0	*	0	*	2	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after October 13, 1998 are not included in this table.

Table 50f. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,389**	**145.7**	**142.3**	**61.1**	**1,420**	**47.2**	**1,418**	**70.4**	**29,926**	**38.9**	**2,420**	**46.2**	**793**	**60.7**	**62,390**	**72.3**
Central Region	**29,994**	**145.8**	**142.5**	**61.5**	**132**	**54.5**	**546**	**78.2**	**10,379**	**38.9**	**819**	**42.0**	**313**	**62.3**	**17,792**	**75.1**
Alamance	1,590	144.3	141.3	56.3	2	•	23	77.3	452	37.8	57	31.6	13	30.8	1,043	65.7
Caswell	297	142.0	138.8	47.5	0	•	0	•	132	32.6	2	•	0	•	163	60.1
Chatham	595	145.5	143.1	61.8	4	•	1	•	156	37.8	33	42.4	7	42.9	393	73.5
Chatham Charter†	14	137.5	135.6	35.7	1	•	0	•	0	•	0	•	1	•	12	33.3
Durham	2,456	143.9	139.8	50.3	8	50.0	41	77.5	1,501	34.5	56	33.9	29	48.3	820	79.0
Durham Charter†	24	136.5	129.6	16.7	0	•	0	•	23	17.4	0	•	1	•	0	•
Franklin	549	144.1	141.6	58.8	1	•	2	•	229	41.6	13	23.1	2	•	302	73.2
Granville	631	146.3	142.9	65.1	0	•	4	•	233	45.5	11	54.5	2	•	381	76.8
Guilford	5,034	145.2	141.8	58.9	42	52.4	132	57.3	2,061	39.0	65	52.3	110	70.0	2,624	74.4
Harnett	1,259	144.7	141.8	56.5	11	45.5	5	80.0	408	39.0	41	41.5	16	75.0	778	66.1
Johnston	1,510	147.2	144.8	70.2	6	50.0	6	83.3	303	47.9	90	52.2	12	58.3	1,093	78.1
Lee	722	143.8	139.8	54.6	3	•	8	87.5	212	35.1	85	29.4	6	50.0	408	69.6
Nash/Rocky Mount	1,319	145.6	142.9	63.3	4	•	10	60.0	684	50.7	29	44.8	3	•	589	78.8
Charter Public†	89	141.3	131.0	29.2	0	•	0	•	61	18.0	1	•	1	•	26	57.7
Orange	521	145.9	142.5	59.5	3	•	1	•	123	37.4	9	22.2	9	33.3	375	68.0
Orange Co. Charter†	20	149.3	142.1	60.0	0	•	0	•	3	•	0	•	0	•	17	58.8
Chapel Hill City	649	150.8	148.4	78.9	2	•	53	94.2	126	38.9	15	60.0	6	83.3	447	89.2
Village Charter†	20	148.5	146.7	70.0	0	•	0	•	7	42.9	0	•	0	•	13	84.6
Person	488	145.1	141.8	59.6	4	•	1	•	198	43.4	10	40.0	2	•	273	72.5
Randolph	1,403	145.8	142.8	64.6	7	71.4	5	80.0	64	31.3	25	40.0	12	58.3	1,290	66.7
Asheboro City	341	144.0	141.0	54.4	0	•	5	80.0	50	22.4	36	19.4	1	•	249	65.5
Rockingham	1,188	144.0	140.7	55.3	3	•	2	•	312	36.7	22	36.4	14	64.3	835	62.5
Vance	670	141.8	137.7	43.7	0	•	3	•	439	35.6	10	40.0	6	33.3	212	61.1
Wake	7,448	148.2	144.9	70.4	17	70.6	238	86.1	1,915	37.4	185	49.2	55	74.5	5,029	83.0
Bonner†	1	•	•	•	0	•	0	•	1	•	0	•	0	•	0	•
Sterling Montessori†	17	148.9	135.2	47.1	0	•	1	•	0	•	0	•	0	•	15	46.7
Warren	262	142.1	138.3	48.1	13	61.5	0	•	200	43.0	0	•	1	•	48	66.7
Wilson	835	146.1	142.5	60.6	1	•	5	80.0	448	44.7	22	59.1	3	•	356	80.8
S.B. Howard†	42	141.8	133.7	28.6	0	•	0	•	38	26.3	2	•	1	•	1	•

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 51a. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,109**	**149.3**	**151.5**	**66.8**	**1,294**	**46.7**	**1,358**	**74.4**	**27,691**	**45.8**	**2,271**	**53.2**	**711**	**68.2**	**60,753**	**77.1**
Western Region	**7,222**	**150.9**	**153.3**	**74.6**	**92**	**57.6**	**30**	**83.3**	**470**	**46.4**	**109**	**63.6**	**43**	**67.4**	**6,478**	**77.1**
Buncombe	1,949	151.9	154.1	78.2	10	70.0	14	92.9	100	54.0	28	70.4	11	72.7	1,786	79.7
Asheville City	312	148.6	149.3	61.7	0	*	0	*	131	37.7	2	*	6	16.7	173	80.9
Francine Delaney†	13	146.5	148.5	46.2	0	*	0	*	3	*	0	*	0	*	10	50.0
Cherokee	273	151.3	153.7	74.5	4	*	1	*	4	*	1	*	0	*	263	75.5
The Learning Center†	10	144.5	145.5	40.0	0	*	0	*	1	*	0	*	0	*	9	44.4
Clay	84	153.8	155.5	85.7	0	*	0	*	1	*	1	*	1	*	81	85.2
Graham	88	149.1	145.7	54.5	14	42.9	0	*	0	*	0	*	0	*	74	56.8
Haywood	609	151.6	152.3	74.9	7	71.4	1	*	7	57.1	4	*	4	*	586	75.1
Henderson	857	151.6	153.9	77.6	4	*	4	*	38	32.4	46	51.1	7	71.4	758	81.6
Jackson	237	150.5	152.1	70.0	14	57.1	0	*	3	*	1	*	3	*	216	71.8
Summit†	20	153.3	151.3	85.0	0	*	0	*	0	*	1	*	0	*	19	84.2
Macon	304	150.9	155.1	75.0	1	*	2	*	4	*	0	*	0	*	297	75.1
Madison	172	149.4	153.1	67.4	0	*	0	*	0	*	1	*	0	*	171	67.8
McDowell	506	149.6	152.6	72.9	1	*	4	*	20	45.0	4	*	0	*	477	74.0
Mitchell	214	149.9	151.6	68.1	0	*	0	*	3	*	3	*	0	*	208	68.6
Polk	177	150.7	155.2	75.7	1	*	1	*	8	25.0	5	100.0	1	*	161	77.6
Rutherford	776	148.9	152.4	69.6	0	*	2	*	129	51.2	6	83.3	7	71.4	632	73.3
Swain	132	149.6	155.8	75.0	35	54.3	0	*	1	*	1	*	0	*	95	82.1
Transylvania	305	153.9	156.5	86.2	0	*	1	*	14	64.3	4	*	3	*	283	87.3
Yancey	184	150.4	152.9	75.0	1	*	0	*	3	*	1	*	0	*	179	74.9

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 51b. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,109**	**149.3**	**151.5**	**66.8**	**1,294**	**46.7**	**1,358**	**74.4**	**27,691**	**45.8**	**2,271**	**53.2**	**711**	**68.2**	**60,753**	**77.1**
Northwest Region	**14,540**	**149.8**	**152.2**	**69.4**	**22**	**63.6**	**245**	**61.6**	**2,270**	**44.8**	**319**	**47.0**	**94**	**68.1**	**11,590**	**75.0**
Alexander	397	149.1	149.9	68.9	0	*	11	27.3	28	50.0	8	50.0	0	*	350	72.1
Alleghany	104	149.7	155.2	71.2	0	*	0	*	1	*	0	*	0	*	103	70.9
Ashe	227	151.0	152.6	74.4	0	*	0	*	2	*	1	*	1	*	223	74.9
Avery	177	150.7	154.0	70.9	0	*	0	*	1	*	2	*	0	*	174	70.9
Grandfather Academy†	3	*	*	*	0	*	0	*	1	*	0	*	0	*	2	*
Burke	1,150	149.9	152.7	71.3	0	*	80	50.0	93	51.6	22	72.7	5	60.0	950	75.1
Caldwell	956	150.0	152.6	71.4	0	*	4	*	65	50.8	2	*	3	*	882	73.1
Nguzo Saba†	13	143.3	144.8	30.8	0	*	0	*	13	30.8	0	*	0	*	0	*
Catawba	1,165	149.2	151.5	67.4	1	*	47	63.8	82	47.6	24	66.7	6	66.7	1,005	69.3
Englemann†	23	144.9	143.9	40.9	0	*	1	*	8	0.0	0	*	0	*	14	61.5
Hickory City	339	150.2	152.5	68.4	0	*	19	63.2	95	43.2	11	27.3	4	*	210	83.8
Newton-Conover City	195	150.3	153.8	75.9	1	*	7	42.9	37	59.5	12	91.7	3	*	135	80.0
Davidson	1,417	150.0	153.4	73.4	5	60.0	4	*	21	52.4	12	50.0	4	*	1,371	74.1
Lexington City	219	147.1	150.8	56.2	2	*	10	70.0	95	47.4	12	66.7	5	80.0	95	61.1
Thomasville City	181	144.5	146.9	46.7	0	*	1	*	94	32.3	9	44.4	5	80.0	72	63.9
Davie	407	150.6	153.8	74.7	0	*	1	*	44	47.7	6	33.3	3	*	353	79.0
Forsyth	3,206	150.3	151.9	67.4	4	*	23	95.7	1,185	45.0	88	37.5	35	82.9	1,871	82.3
C.G. Woodson†	16	141.5	142.6	37.5	0	*	0	*	15	40.0	0	*	1	*	0	*
Iredell-Statesville	1,149	148.7	150.6	65.2	3	*	22	72.7	222	42.1	27	48.1	5	40.0	870	71.6
Mooresville City	270	149.6	151.8	70.7	1	*	8	87.5	40	40.0	2	*	0	*	219	75.3
Stokes	558	149.1	151.5	68.1	2	*	1	*	25	32.0	8	50.0	4	*	518	70.7
Surry	626	150.3	154.4	72.9	1	*	2	*	18	50.0	35	17.1	1	*	569	77.1
Elkin City	61	151.1	151.6	77.0	0	*	0	*	6	0.0	2	*	0	*	53	86.8
Bridges†	7	145.3	144.3	50.0	0	*	0	*	1	*	0	*	0	*	6	40.0
Mount Airy City	153	151.1	153.2	76.5	0	*	2	*	17	47.1	2	*	0	*	132	81.8
Watauga	346	152.1	154.6	78.3	1	*	1	*	6	16.7	0	*	1	*	337	79.2
Wilkes	728	149.8	153.2	71.4	1	*	0	*	35	62.9	11	54.5	6	66.7	675	72.3
United Children†	11	140.5	134.6	27.3	0	*	0	*	3	*	0	*	0	*	8	37.5
Yadkin	436	149.9	152.9	70.4	0	*	1	*	17	52.9	23	52.2	2	*	393	72.0

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 51c. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,109**	**149.3**	**151.5**	**66.8**	**1,294**	**46.7**	**1,358**	**74.4**	**27,691**	**45.8**	**2,271**	**53.2**	**711**	**68.2**	**60,753**	**77.1**
Southwest Region	**20,183**	**148.8**	**151.1**	**64.2**	**192**	**49.2**	**423**	**66.4**	**5,931**	**39.8**	**450**	**51.0**	**93**	**55.9**	**13,092**	**75.8**
Anson	339	146.2	149.1	52.1	1	*	6	50.0	184	34.3	0	*	1	*	147	73.5
Cabarrus	1,356	151.4	154.5	75.7	2	*	11	81.8	175	53.4	33	42.4	11	72.7	1,124	80.2
Kannapolis City	289	149.5	152.5	71.8	0	*	4	*	80	48.8	13	30.8	5	100.0	187	83.8
Cleveland	746	147.1	150.8	59.9	1	*	1	*	170	38.2	2	*	6	66.7	566	66.4
Kings Mountain City	323	150.3	154.7	77.6	0	*	9	77.8	77	63.2	1	*	2	*	234	82.5
Shelby City	268	146.5	150.3	51.1	0	*	6	50.0	151	31.8	3	*	2	*	106	78.3
Gaston	2,351	148.0	149.7	61.5	5	60.0	33	78.8	435	37.8	21	71.4	9	33.3	1,848	66.8
Hoke	439	146.2	147.9	51.8	55	37.0	4	*	226	38.5	12	50.0	4	*	138	79.0
Lincoln	809	148.0	151.4	62.1	3	*	3	*	86	32.6	41	53.7	4	*	672	66.8
Mecklenburg	7,256	149.1	150.8	63.2	36	61.1	276	66.3	2,908	38.7	191	55.5	22	59.1	3,823	82.0
Community Charter†	8	143.5	141.1	50.0	0	*	0	*	4	*	0	*	0	*	4	*
Montgomery	291	147.7	150.9	61.9	0	*	6	66.7	79	41.8	29	41.4	1	*	176	73.9
Moore	866	148.4	150.1	62.1	7	28.6	1	*	222	36.7	25	58.3	6	66.7	605	71.9
Richmond	601	147.1	149.8	57.4	11	54.5	3	*	227	43.6	4	*	1	*	355	66.8
Rowan	1,387	148.6	151.2	64.1	4	*	16	50.0	305	43.1	26	34.6	3	*	1,032	71.3
Scotland	521	146.5	148.5	57.5	60	51.7	1	*	205	42.9	1	*	3	*	251	70.4
Stanly	749	150.5	152.3	72.2	4	*	32	56.3	114	50.0	10	40.0	5	80.0	583	77.9
Union	1,584	150.6	153.1	72.1	3	*	11	72.7	283	38.5	38	50.0	8	25.0	1,241	80.9

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 51d. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,109**	**149.3**	**151.5**	**66.8**	**1,294**	**46.7**	**1,358**	**74.4**	**27,691**	**45.8**	**2,271**	**53.2**	**711**	**68.2**	**60,753**	**77.1**
Northeast Region	**6,725**	**147.1**	**148.9**	**57.1**	**37**	**75.7**	**28**	**85.7**	**3,438**	**42.6**	**71**	**46.5**	**26**	**65.4**	**3,125**	**72.8**
Beaufort	565	147.2	149.6	56.9	0	*	0	*	239	36.8	5	100.0	1	*	320	71.2
Bertie	300	143.1	145.6	42.3	1	*	0	*	238	36.6	1	*	0	*	60	65.0
Camden	90	151.2	154.2	74.4	0	*	0	*	20	60.0	0	*	0	*	70	78.6
Chowan	190	146.4	147.3	53.2	0	*	1	*	92	39.1	0	*	4	*	93	65.6
Currituck	265	149.4	152.3	68.7	0	*	1	*	31	35.5	4	*	2	*	227	74.0
Dare	376	151.5	152.6	76.9	1	*	1	*	16	62.5	5	60.0	4	*	349	78.6
Edgecombe	609	144.2	145.4	42.2	0	*	1	*	362	32.0	14	42.9	0	*	232	57.8
Gates	139	148.4	149.8	61.6	0	*	0	*	46	50.0	0	*	0	*	93	67.4
Halifax	475	147.9	151.4	64.6	26	76.9	0	*	408	62.2	1	*	0	*	40	82.5
Roanoke Rapids City	223	147.5	149.1	55.4	2	*	2	*	49	36.7	0	*	0	*	170	60.4
Weldon City	76	145.8	149.1	50.0	0	*	0	*	71	50.7	0	*	0	*	5	40.0
Hertford	303	144.4	145.9	46.2	2	*	2	*	233	39.5	1	*	0	*	65	69.2
Hyde	52	148.7	151.2	67.3	0	*	0	*	18	50.0	0	*	0	*	34	76.5
Martin	380	146.0	146.6	52.6	0	*	1	*	228	38.2	5	60.0	1	*	145	74.5
Northampton	265	146.0	148.1	52.8	0	*	0	*	211	46.9	1	*	2	*	51	76.5
Pasquotank	523	147.1	149.2	58.1	3	*	4	*	229	40.2	7	42.9	3	*	277	72.6
Perquimans	172	145.7	145.8	55.8	0	*	0	*	78	34.6	2	*	0	*	92	75.0
Pitt	1,471	148.5	150.0	61.5	2	*	15	80.0	700	43.1	21	42.9	8	75.0	725	79.1
Tyrrell	56	147.0	149.1	60.7	0	*	0	*	29	48.3	0	*	0	*	27	74.1
Washington	195	144.3	146.0	46.2	0	*	0	*	140	38.6	4	*	1	*	50	66.0

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 51e. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested¹	Reading Scale Score	Mathematics Scale Score	Percent Proficient²	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,109**	**149.3**	**151.5**	**66.8**	**1,294**	**46.7**	**1,358**	**74.4**	**27,691**	**45.8**	**2,271**	**53.2**	**711**	**68.2**	**60,753**	**77.1**
Southeast Region	**17,118**	**148.9**	**151.2**	**66.3**	**854**	**41.4**	**131**	**85.5**	**6,083**	**52.5**	**521**	**63.6**	**163**	**74.8**	**9,354**	**77.3**
Bladen	401	146.6	147.5	53.4	5	0.0	1	*	199	39.7	9	66.7	0	*	187	68.4
Brunswick	706	148.5	151.1	66.0	5	60.0	2	*	159	44.7	7	71.4	3	*	530	72.3
Carteret	631	149.3	151.5	71.0	1	*	9	100.0	68	39.4	4	*	7	57.1	542	74.7
Columbus	526	147.0	149.8	58.9	28	39.3	1	*	215	48.4	1	*	0	*	281	68.6
Whiteville City	215	150.5	155.9	71.2	0	*	0	*	83	48.2	4	*	2	*	126	85.7
Craven	1,150	150.6	152.0	74.8	3	*	6	100.0	416	60.0	21	71.4	12	91.7	691	83.4
Cumberland	3,988	149.2	151.1	68.1	62	48.4	52	86.5	1,737	57.1	179	70.9	51	72.5	1,903	78.1
Duplin	654	148.8	152.2	67.5	0	*	1	*	233	54.1	75	54.7	1	*	344	79.6
Greene	191	147.2	150.8	59.5	0	*	0	*	99	52.1	11	22.2	0	*	81	72.5
Jones	108	150.3	153.2	75.0	1	*	0	*	63	66.7	1	*	0	*	43	86.0
Lenoir	720	149.4	150.7	65.0	0	*	3	*	359	53.5	18	72.2	4	*	336	76.2
New Hanover	1,719	151.2	153.7	74.1	6	66.7	14	78.6	507	48.3	16	75.0	18	55.6	1,158	85.7
Onslow	1,638	150.1	152.7	72.4	12	66.7	32	87.5	402	62.9	58	69.0	44	79.5	1,087	75.6
Pamlico	128	151.3	152.9	76.4	0	*	0	*	39	61.5	0	*	0	*	89	83.0
Arapahoe†	32	147.2	154.4	65.6	0	*	0	*	7	42.9	0	*	1	*	24	70.8
Pender	461	149.2	151.8	69.8	2	*	2	*	136	47.1	10	70.0	3	*	308	79.9
Robeson	1,713	144.7	147.0	45.7	712	39.4	4	*	522	39.5	22	50.0	2	*	448	62.7
Sampson	567	148.2	150.6	68.7	6	50.0	1	*	163	54.3	34	55.9	2	*	361	76.7
Clinton City	177	148.2	151.0	65.0	7	71.4	0	*	102	53.9	1	*	0	*	67	80.6
Wayne	1,380	148.6	151.0	63.8	4	*	3	*	564	49.5	49	49.0	13	84.6	747	75.2
Bright Horizons†	13	141.5	142.9	30.8	0	*	0	*	10	20.0	1	*	0	*	1	*

Notes: ¹"Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
²The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 51f. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,109**	**149.3**	**151.5**	**66.8**	**1,294**	**46.7**	**1,358**	**74.4**	**27,691**	**45.8**	**2,271**	**53.2**	**711**	**68.2**	**60,753**	**77.1**
Central Region	**28,321**	**149.9**	**151.7**	**67.9**	**97**	**63.9**	**501**	**83.2**	**9,499**	**46.5**	**801**	**49.4**	**292**	**68.8**	**17,114**	**80.2**
Alamance	1,550	148.1	150.6	62.4	3	*	16	75.0	418	42.9	58	37.5	15	60.0	1,040	71.3
Caswell	269	146.7	149.0	55.6	0	*	0	*	115	48.7	4	*	2	*	148	61.9
Chatham	586	149.5	151.5	67.5	3	*	2	*	145	38.6	36	47.2	6	100.0	394	79.8
Chatham Charter†	15	147.3	148.1	66.7	0	*	0	*	1	*	0	*	0	*	14	64.3
Durham	2,180	148.1	149.4	59.5	3	*	37	91.9	1,270	44.7	56	44.6	29	79.3	785	82.1
Franklin	557	148.0	151.3	62.1	0	*	2	*	218	41.9	18	38.9	7	57.1	312	77.2
Granville	569	147.7	150.7	61.8	0	*	3	*	239	39.3	10	30.0	2	*	315	80.3
Guilford	4,654	149.6	151.1	66.5	21	85.7	139	69.8	1,832	47.3	76	60.0	76	73.7	2,510	80.1
Harnett	1,226	147.6	149.9	60.6	10	50.0	3	*	335	40.6	56	51.8	17	52.9	805	69.7
Johnston	1,403	151.2	153.4	76.7	3	*	6	100.0	302	55.1	72	59.7	8	75.0	1,012	84.1
Lee	699	148.3	150.3	66.3	2	*	8	75.0	204	46.6	85	38.1	9	88.9	391	82.1
Nash/Rocky Mount	1,334	148.4	150.7	63.8	5	60.0	10	80.0	736	49.8	30	40.0	11	72.7	538	83.6
Charter Public†	75	148.5	143.6	49.3	0	*	0	*	50	42.0	0	*	1	*	23	60.9
Orange	441	151.0	152.9	71.4	1	*	6	83.3	104	42.7	10	60.0	4	*	316	81.6
Orange Co. Charter†	20	148.3	149.3	70.0	0	*	0	*	0	*	0	*	1	*	19	68.4
Chapel Hill City	665	156.0	158.1	87.4	0	*	45	95.6	107	47.7	7	85.7	6	100.0	500	95.0
Village Charter†	19	153.6	155.8	84.2	0	*	0	*	5	60.0	0	*	0	*	14	92.9
Person	416	149.3	152.2	66.8	4	*	0	*	154	48.7	1	*	3	*	254	76.8
Randolph	1,264	148.8	151.4	66.5	6	50.0	6	83.3	53	45.3	33	45.5	8	75.0	1,158	68.0
Asheboro City	313	150.8	149.6	67.7	1	*	5	100.0	50	32.0	25	44.0	3	*	229	76.9
Rockingham	1,098	148.4	150.0	63.5	2	*	0	*	240	47.9	21	28.6	12	41.7	823	69.1
Vance	579	144.9	148.0	48.4	0	*	1	*	385	39.2	9	33.3	8	25.0	176	69.9
Wake	7,180	152.4	154.0	76.4	18	61.1	208	88.4	1,836	48.6	163	57.5	59	64.4	4,884	87.2
Bonner†	3	*	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Magellan†	73	157.3	163.2	95.9	0	*	3	*	5	60.0	0	*	0	*	65	98.5
Sterling Montessori†	10	157.6	155.9	100.0	1	*	1	*	0	*	0	*	1	*	7	100.0
Warren	273	146.0	147.9	57.5	14	35.7	0	*	211	55.9	2	*	1	*	45	71.1
Wilson	804	148.3	150.4	60.6	0	*	0	*	440	49.3	29	51.7	2	*	333	76.0
S.B. Howard†	46	145.0	141.9	41.3	0	*	0	*	41	36.6	0	*	1	*	4	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 52a. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,566**	**154.3**	**157.4**	**68.8**	**1,384**	**51.7**	**1,301**	**76.5**	**26,440**	**48.4**	**2,157**	**55.9**	**613**	**69.6**	**59,639**	**78.5**
Western Region	**7,124**	**155.8**	**159.6**	**76.8**	**98**	**73.5**	**38**	**89.5**	**490**	**48.5**	**97**	**61.9**	**33**	**66.7**	**6,368**	**79.2**
Buncombe	1,958	156.7	160.1	80.5	8	37.5	14	85.7	86	52.3	26	88.5	14	78.6	1,810	81.9
Asheville City	334	154.2	157.3	65.5	0	*	0	*	149	37.8	7	85.7	1	*	177	88.1
Francine Delany†	24	155.9	161.8	75.0	0	*	0	*	7	42.9	0	*	0	*	17	88.2
Cherokee	254	155.7	158.4	72.4	10	60.0	0	*	5	80.0	4	*	4	*	231	73.6
The Learning Center†	4	*	*	*	0	*	0	*	0	*	0	*	0	*	4	*
Clay	84	155.4	157.6	67.9	0	*	1	*	2	*	0	*	0	*	81	69.1
Graham	97	154.0	159.7	75.3	18	88.9	0	*	0	*	0	*	0	*	79	72.2
Haywood	596	155.8	159.6	78.2	5	80.0	2	*	9	33.3	5	60.0	2	*	573	79.1
Henderson	816	156.0	158.7	75.9	4	*	4	*	44	36.4	32	31.3	5	60.0	727	80.2
Jackson	277	154.8	157.0	69.7	24	87.5	2	*	6	50.0	4	*	0	*	241	68.5
Summit†	20	158.8	161.6	90.0	0	*	0	*	0	*	1	*	0	*	19	89.5
Macon	323	155.7	159.5	74.9	0	*	1	*	5	40.0	0	*	0	*	317	75.4
Madison	212	154.2	159.0	75.9	0	*	1	*	0	*	1	*	1	*	209	76.1
McDowell	450	154.7	159.1	73.6	2	*	9	88.9	26	46.2	2	*	2	*	409	75.1
Mitchell	169	155.9	159.0	74.0	1	*	0	*	1	*	2	*	0	*	165	73.9
Polk	164	157.9	162.9	87.2	1	*	0	*	9	77.8	6	66.7	0	*	148	88.5
Rutherford	735	153.9	159.5	71.7	2	*	2	*	122	57.4	5	80.0	1	*	603	74.5
Swain	111	155.9	160.0	74.8	22	63.6	0	*	2	*	0	*	0	*	87	78.2
Transylvania	310	158.2	163.0	88.3	1	*	2	*	16	75.0	2	*	2	*	287	89.2
Yancey	186	156.5	161.1	85.5	0	*	0	*	1	*	0	*	1	*	184	85.3

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 52b. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,566**	**154.3**	**157.4**	**68.8**	**1,384**	**51.7**	**1,301**	**76.5**	**26,440**	**48.4**	**2,157**	**55.9**	**613**	**69.6**	**59,639**	**78.5**
Northwest Region	**14,252**	**154.6**	**158.1**	**71.2**	**24**	**58.3**	**256**	**63.7**	**2,115**	**46.2**	**302**	**52.0**	**85**	**69.4**	**11,469**	**76.5**
Alexander	412	154.8	156.4	71.1	1	*	8	75.0	22	63.6	5	60.0	0	*	376	71.5
Alleghany	91	155.4	161.4	81.3	0	*	0	*	0	*	0	*	0	*	91	81.3
Ashe	224	155.4	159.7	72.3	0	*	0	*	0	*	2	*	1	*	221	73.3
Avery	173	155.3	158.3	73.7	0	*	0	*	3	*	0	*	1	*	169	73.1
Grandfather Academy†	1	*	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Burke	1,066	156.0	159.3	77.3	1	*	76	64.5	67	61.2	19	73.7	1	*	902	79.7
Caldwell	919	154.7	157.4	71.4	1	*	3	*	63	42.9	5	100.0	5	80.0	842	73.4
Nguzo Saba†	8	148.6	145.5	25.0	0	*	0	*	5	20.0	0	*	3	*	0	*
Catawba	1,135	154.5	158.9	70.9	2	*	56	57.1	71	46.5	18	44.4	3	*	985	74.0
Englemann†	18	152.4	152.7	50.0	0	*	1	*	4	*	0	*	0	*	13	61.5
Hickory City	326	154.3	158.4	69.5	0	*	28	71.4	80	41.8	6	16.7	3	*	209	80.9
Newton-Conover City	208	153.8	159.7	73.6	2	*	11	54.5	39	56.4	17	70.6	2	*	137	81.0
Davidson	1,376	154.9	158.7	73.8	2	*	6	100.0	23	63.6	8	50.0	3	*	1,334	74.0
Lexington City	244	151.8	156.8	63.1	0	*	12	41.7	113	52.2	14	64.3	6	66.7	99	77.8
Thomasville City	164	150.6	154.6	56.7	0	*	1	*	81	37.0	6	83.3	3	*	73	76.7
Davie	381	154.8	158.6	71.4	2	*	2	*	35	51.4	9	44.4	1	*	332	74.1
Forsyth	3,115	154.8	158.2	69.8	7	71.4	22	86.4	1,097	47.2	95	47.3	33	78.8	1,860	83.9
C.G. Woodson†	24	143.9	146.0	29.2	0	*	0	*	23	26.1	0	*	0	*	1	*
Iredell-Statesville	1,179	153.2	155.7	64.8	2	*	17	47.1	217	33.6	23	52.2	5	40.0	915	73.0
Mooresville City	276	153.5	156.7	68.5	0	*	6	50.0	46	45.7	2	*	3	*	219	74.0
Stokes	559	153.5	156.9	67.9	2	*	0	*	30	36.7	3	*	4	*	520	69.9
Surry	577	155.2	160.1	77.6	0	*	1	*	19	57.9	25	56.0	1	*	531	79.7
Elkin City	77	157.3	158.7	79.2	0	*	0	*	3	*	2	*	0	*	72	80.6
Bridges†	10	152.7	146.1	40.0	0	*	0	*	2	*	0	*	0	*	8	50.0
Mount Airy City	133	155.5	162.3	80.3	0	*	2	*	16	62.5	1	*	0	*	114	83.2
Watauga	386	157.3	161.5	81.6	1	*	2	*	4	*	4	*	2	*	373	81.8
Wilkes	737	155.1	158.8	73.7	0	*	1	*	36	57.1	13	61.5	4	*	683	74.6
United Children†	8	143.1	140.6	0.0	0	*	0	*	0	*	0	*	0	*	8	0.0
Yadkin	425	153.9	156.7	66.6	1	*	1	*	16	43.8	25	16.0	1	*	381	71.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 52c. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,566**	**154.3**	**157.4**	**68.8**	**1,384**	**51.7**	**1,301**	**76.5**	**26,440**	**48.4**	**2,157**	**55.9**	**613**	**69.6**	**59,639**	**78.5**
Southwest Region	**19,511**	**153.8**	**157.1**	**66.4**	**167**	**56.0**	**385**	**70.8**	**5,589**	**43.1**	**411**	**52.2**	**66**	**61.5**	**12,891**	**76.9**
Anson	296	149.6	153.3	46.3	2	*	1	*	179	33.7	1	*	0	*	113	65.2
Cabarrus	1,285	155.7	160.0	76.9	6	66.7	13	69.2	169	46.7	28	50.0	5	80.0	1,064	82.5
Kannapolis City	309	153.2	157.6	67.5	0	*	1	*	93	54.3	9	77.8	1	*	205	72.7
Cleveland	715	152.2	157.6	62.6	1	*	2	*	150	38.0	2	*	2	*	558	69.6
Kings Mountain City	334	154.6	159.3	76.6	0	*	5	80.0	67	72.7	1	*	5	100.0	256	77.0
Shelby City	228	152.5	157.8	63.2	0	*	1	*	137	51.8	1	*	1	*	88	79.5
Gaston	2,189	153.0	156.4	64.1	1	*	27	85.2	392	43.0	20	70.0	9	50.0	1,740	68.6
Hoke	420	151.4	154.3	57.1	46	50.0	4	*	199	46.7	14	71.4	6	50.0	151	70.9
Lincoln	808	153.7	158.3	69.9	5	60.0	4	*	65	50.8	29	46.4	6	33.3	699	72.9
Mecklenburg	7,117	153.8	156.4	63.7	33	63.6	257	70.7	2,812	40.7	172	50.0	7	57.1	3,834	80.6
Community Charter†	7	144.3	144.4	0.0	0	*	0	*	4	*	0	*	0	*	3	*
Montgomery	302	152.6	156.1	62.5	0	*	16	50.0	68	47.1	34	64.7	3	*	181	68.9
Moore	828	154.4	157.0	67.7	5	60.0	6	100.0	199	43.7	18	33.3	1	*	599	76.5
MAST†	36	157.6	159.4	69.4	0	*	0	*	7	14.3	0	*	1	*	28	85.7
Richmond	557	153.4	156.6	65.8	11	80.0	2	*	196	52.0	6	66.7	1	*	341	73.0
Rowan	1,439	153.1	156.5	66.1	9	55.6	15	53.3	294	39.5	28	60.7	5	60.0	1,088	73.8
Scotland	461	153.1	156.1	62.8	45	51.1	2	*	191	48.2	1	*	1	*	221	77.3
Stanly	722	155.5	159.0	74.3	0	*	23	52.2	115	48.2	8	62.5	6	83.3	570	80.5
Union	1,458	155.9	159.1	76.2	3	*	6	83.3	252	47.4	39	28.2	6	66.7	1,152	84.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 52d. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,566**	**154.3**	**157.4**	**68.8**	**1,384**	**51.7**	**1,301**	**76.5**	**26,440**	**48.4**	**2,157**	**55.9**	**613**	**69.6**	**59,639**	**78.5**
Northeast Region	**6,313**	**152.4**	**155.6**	**61.1**	**46**	**58.7**	**28**	**85.7**	**3,201**	**46.9**	**62**	**54.8**	**20**	**60.0**	**2,952**	**76.5**
Beaufort	504	153.2	157.5	65.4	0	*	0	*	211	51.4	3	*	2	*	288	75.3
Bertie	303	150.0	153.7	54.1	1	*	0	*	237	51.5	2	*	2	*	61	65.6
Camden	88	158.3	156.4	78.4	0	*	2	*	12	50.0	0	*	0	*	74	82.4
Chowan	195	151.5	153.3	53.8	0	*	0	*	104	39.4	1	*	1	*	89	71.9
Currituck	224	154.1	158.0	71.9	0	*	0	*	26	42.3	2	*	2	*	194	75.8
Dare	366	156.1	159.1	78.7	1	*	1	*	14	28.6	8	75.0	1	*	341	80.7
Edgecombe	572	149.7	153.0	49.5	0	*	0	*	333	41.7	6	33.3	0	*	232	61.2
Gates	133	153.9	156.0	68.4	0	*	1	*	52	53.8	0	*	0	*	80	77.5
Halifax	410	152.4	156.6	65.4	34	58.8	0	*	341	65.1	0	*	0	*	35	74.3
Roanoke Rapids City	231	154.3	157.6	68.4	2	*	6	100.0	54	46.3	2	*	1	*	166	75.9
Weldon City	72	148.5	152.7	40.3	0	*	0	*	62	38.7	0	*	2	*	5	60.0
Hertford	294	148.8	151.4	44.9	4	*	0	*	225	37.3	1	*	0	*	64	68.8
Hyde	50	150.6	152.4	46.0	0	*	0	*	19	21.1	0	*	0	*	31	61.3
Martin	360	151.0	154.0	52.1	1	*	0	*	199	36.4	8	37.5	1	*	151	72.8
Northampton	247	152.5	157.3	68.6	0	*	0	*	190	62.2	2	*	0	*	55	90.9
Pasquotank	480	151.8	156.4	58.0	0	*	4	*	231	39.0	6	50.0	1	*	238	76.4
Perquimans	143	153.7	155.8	61.5	0	*	0	*	50	44.0	0	*	1	*	92	71.7
Pitt	1,396	153.3	156.4	65.0	3	*	13	84.6	678	46.4	20	60.0	5	60.0	677	83.4
Tyrrell	72	152.2	152.4	54.2	0	*	0	*	38	42.1	0	*	1	*	33	69.7
Washington	173	150.5	152.4	50.9	0	*	1	*	125	40.8	1	*	0	*	46	80.4

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 52e. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,566**	**154.3**	**157.4**	**68.8**	**1,384**	**51.7**	**1,301**	**76.5**	**26,440**	**48.4**	**2,157**	**55.9**	**613**	**69.6**	**59,639**	**78.5**
Southeast Region	**16,738**	**153.7**	**156.4**	**66.8**	**949**	**47.6**	**135**	**83.0**	**5,925**	**52.7**	**537**	**62.7**	**153**	**73.2**	**9,035**	**78.0**
Bladen	394	152.3	155.6	63.2	4	*	1	*	183	49.2	7	57.1	0	*	199	76.4
Brunswick	689	153.2	155.7	65.3	6	33.3	1	*	147	49.0	11	81.8	6	83.3	518	69.8
Carteret	633	153.9	156.3	68.0	1	*	4	*	66	48.5	4	*	8	87.5	550	70.3
Columbus	523	152.4	155.4	62.1	29	55.2	0	*	211	46.9	1	*	0	*	282	74.5
Whiteville City	223	154.6	159.4	72.2	1	*	2	*	93	58.1	0	*	2	*	125	82.4
Craven	1,109	156.0	158.2	76.9	4	*	8	75.0	385	63.1	20	75.0	11	72.7	681	84.9
Cumberland	3,910	154.0	156.3	67.7	58	56.9	56	87.5	1,780	55.5	209	75.1	48	79.2	1,757	78.7
Duplin	607	153.7	157.5	70.9	4	*	0	*	218	63.3	55	45.5	1	*	329	79.8
Greene	197	151.0	152.6	54.6	0	*	0	*	94	43.6	14	46.2	1	*	88	68.2
Jones	110	154.7	156.9	70.9	0	*	1	*	50	58.0	2	*	2	*	55	83.6
Lenoir	723	154.4	157.4	74.2	2	*	2	*	349	64.2	15	60.0	1	*	354	85.0
New Hanover	1,581	155.8	159.0	74.7	13	61.5	15	86.7	399	48.2	13	53.8	15	46.7	1,126	84.6
Onslow	1,596	154.9	157.7	73.4	11	63.6	25	84.0	362	59.1	58	77.6	35	77.1	1,104	77.7
Pamlico	124	154.9	159.8	74.0	0	*	1	*	35	54.3	1	*	0	*	87	82.6
Arapahoe†	30	156.8	163.6	86.7	0	*	0	*	2	*	0	*	0	*	28	89.3
Pender	435	153.8	156.7	66.7	1	*	0	*	155	55.5	20	40.0	2	*	257	75.9
Robeson	1,774	149.4	152.5	47.8	798	45.7	6	33.3	529	39.0	26	50.0	4	*	411	63.3
Sampson	526	152.8	154.7	61.4	8	62.5	2	*	179	46.4	40	45.0	3	*	294	72.4
Clinton City	174	154.1	156.7	64.4	7	57.1	0	*	85	47.1	5	60.0	2	*	75	85.3
Wayne	1,368	153.5	156.0	62.7	2	*	11	81.8	592	43.8	36	41.7	12	91.7	714	78.8
Bright Horizons†	12	149.8	151.0	66.7	0	*	0	*	11	72.7	0	*	0	*	1	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 52f. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,566**	**154.3**	**157.4**	**68.8**	**1,384**	**51.7**	**1,301**	**76.5**	**26,440**	**48.4**	**2,157**	**55.9**	**613**	**69.6**	**59,639**	**78.5**
Central Region	**27,628**	**154.8**	**157.8**	**70.1**	**100**	**57.0**	**459**	**84.7**	**9,120**	**49.8**	**748**	**53.9**	**256**	**70.7**	**16,924**	**81.4**
Alamance	1,532	153.2	157.3	65.3	2	•	17	70.6	421	50.2	63	36.5	10	40.0	1,019	73.5
Lakeside†	1	•	•	•	0	•	0	•	1	•	0	•	0	•	0	•
Caswell	268	151.9	155.8	60.4	0	•	0	•	108	52.8	1	•	1	•	158	66.5
Chatham	525	154.5	157.1	67.7	2	•	4	•	146	45.9	27	47.4	4	•	342	78.1
Chatham Charter†	11	149.7	149.1	36.4	1	•	0	•	5	40.0	0	•	2	•	3	•
Durham	2,115	153.7	156.0	63.8	2	•	33	90.9	1,232	50.1	47	66.0	41	63.4	759	84.8
Franklin	561	151.9	155.5	59.3	1	•	2	•	219	41.3	11	45.5	3	•	325	71.7
Granville	552	153.4	154.8	62.1	1	•	2	•	224	46.4	12	33.3	1	•	312	74.0
Guilford	4,522	154.4	157.2	67.7	25	36.0	96	74.0	1,730	48.1	62	62.9	76	78.9	2,529	81.0
Harnett	1,172	153.6	155.9	65.4	8	50.0	2	•	338	47.6	37	56.8	10	60.0	777	73.7
Johnston	1,376	155.9	159.1	78.3	4	•	5	60.0	288	60.4	69	60.9	6	83.3	1,004	84.7
Lee	668	153.5	157.4	65.7	3	•	2	•	176	46.6	65	40.0	3	•	419	77.8
Nash/Rocky Mount	1,251	153.2	156.5	67.3	2	•	9	55.6	659	55.9	24	41.7	5	40.0	552	82.6
Charter Public†	111	151.8	147.8	38.2	0	•	1	•	48	25.0	3	•	1	•	58	49.1
Orange	501	155.5	157.0	69.5	2	•	5	100.0	103	47.6	14	78.6	10	80.0	366	74.3
Orange Co. Charter†	17	161.1	162.8	94.1	0	•	0	•	0	•	0	•	1	•	16	93.8
Chapel Hill City	629	160.3	163.8	86.0	1	•	34	97.1	113	50.4	13	53.8	4	•	464	94.8
Village Charter†	18	151.8	154.3	50.0	0	•	0	•	9	33.3	0	•	1	•	8	62.5
Person	453	153.8	156.8	69.1	3	•	1	•	172	53.5	7	57.1	1	•	269	80.3
Randolph	1,236	154.2	158.1	71.7	9	77.8	7	57.1	66	54.5	28	46.4	8	87.5	1,118	73.3
Asheboro City	332	155.3	156.9	70.5	1	•	6	50.0	56	41.1	18	55.6	0	•	251	78.5
Rockingham	1,102	153.1	155.2	62.7	2	•	5	80.0	271	44.3	25	48.0	6	83.3	793	69.3
Vance	541	150.9	154.3	54.4	0	•	0	•	331	44.4	9	66.7	4	•	197	69.5
Wake	6,987	157.2	160.1	78.5	17	76.5	222	90.1	1,777	50.6	179	61.8	49	67.3	4,729	89.3
Bonner†	2	•	•	•	0	•	0	•	2	•	0	•	0	•	0	•
Magellan†	61	162.2	167.8	95.1	0	•	4	•	3	•	0	•	0	•	54	94.4
Sterling Montessori†	8	162.0	159.9	75.0	0	•	0	•	0	•	0	•	1	•	7	71.4
Warren	220	152.1	155.0	66.8	12	58.3	0	•	160	63.1	1	•	2	•	45	82.2
Wilson	835	153.3	156.8	65.8	2	•	2	•	442	51.0	32	43.8	6	66.7	350	86.3
S.B. Howard†	21	150.4	146.8	33.3	0	•	0	•	20	35.0	1	•	0	•	0	•

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 53a. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,669**	**155.8**	**163.6**	**65.7**	**1,330**	**51.4**	**1,422**	**73.2**	**26,700**	**43.6**	**1,964**	**50.3**	**506**	**64.8**	**59,713**	**76.2**
Western Region	**6,972**	**157.7**	**166.5**	**74.8**	**78**	**62.8**	**47**	**80.9**	**460**	**45.5**	**96**	**53.1**	**39**	**66.7**	**6,249**	**77.4**
Buncombe	1,868	158.2	167.5	76.6	8	62.5	15	80.0	108	53.7	22	68.2	14	71.4	1,701	78.2
Asheville City	289	154.3	162.5	58.3	0	•	3	•	125	36.3	8	62.5	1	•	151	76.2
Cherokee	268	158.2	164.8	77.2	6	50.0	1	•	2	•	2	•	2	•	254	78.0
The Learning Center†	4	•	•	•	0	•	0	•	0	•	0	•	0	•	4	•
Clay	92	158.5	167.7	76.1	0	•	0	•	0	•	1	•	0	•	91	75.8
Graham	88	156.5	168.1	73.9	13	61.5	0	•	0	•	0	•	1	•	74	75.7
Haywood	573	157.4	166.9	74.9	2	•	1	•	9	22.2	3	•	6	33.3	552	76.3
Henderson	858	158.2	166.0	75.5	2	•	12	83.3	44	36.4	33	48.5	5	100.0	762	78.7
Jackson	258	158.1	166.7	77.8	25	68.0	1	•	1	•	0	•	0	•	231	79.6
Summit†	14	161.3	168.9	92.9	1	•	0	•	0	•	1	•	0	•	12	91.7
Macon	297	156.8	165.4	73.6	1	•	3	•	1	•	0	•	1	•	291	74.1
Madison	175	157.6	167.0	77.0	0	•	0	•	1	•	0	•	0	•	174	77.5
McDowell	445	157.6	166.6	76.6	2	•	7	71.4	22	50.0	7	28.6	1	•	406	79.1
Mitchell	186	158.0	165.2	74.1	0	•	0	•	2	•	0	•	0	•	184	73.8
Polk	173	156.9	166.0	72.8	0	•	2	•	13	69.2	6	66.7	1	•	151	73.5
Rutherford	779	155.7	164.6	66.0	0	•	2	•	116	45.7	11	18.2	4	•	645	70.4
Swain	119	158.8	167.0	80.7	18	55.6	0	•	0	•	0	•	0	•	101	85.1
Transylvania	305	161.6	171.4	88.2	0	•	0	•	15	73.3	2	•	3	•	285	88.8
Yancey	181	158.9	167.6	79.6	0	•	0	•	1	•	0	•	0	•	180	79.4

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 53b. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested¹	Reading Scale Score	Mathematics Scale Score	Percent Proficient²	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,669**	**155.8**	**163.6**	**65.7**	**1,330**	**51.4**	**1,422**	**73.2**	**26,700**	**43.6**	**1,964**	**50.3**	**506**	**64.8**	**59,713**	**76.2**
Northwest Region	**14,083**	**156.3**	**164.4**	**68.5**	**23**	**68.2**	**298**	**61.7**	**2,099**	**43.8**	**296**	**45.6**	**81**	**63.0**	**11,286**	**73.9**
Alexander	379	156.7	164.5	72.5	0	•	6	16.7	19	42.1	5	80.0	2	•	347	74.9
Alleghany	97	158.8	167.5	80.4	0	•	0	•	4	•	1	•	0	•	92	80.4
Ashe	240	157.8	167.8	75.4	0	•	4	•	0	•	1	•	1	•	234	74.8
Avery	179	155.7	164.5	68.0	0	•	0	•	1	•	0	•	0	•	178	68.4
Grandfather Academy†	3	•	•	•	0	•	0	•	1	•	0	•	0	•	2	•
Burke	1,064	156.7	165.0	71.6	1	•	99	62.6	75	45.9	18	55.6	2	•	869	75.3
Caldwell	850	156.2	165.2	72.3	0	•	3	•	54	42.6	7	71.4	3	•	783	74.4
Nguzo Saba†	6	143.8	146.7	0.0	0	•	0	•	6	0.0	0	•	0	•	0	•
Catawba	1,135	156.5	165.6	71.0	2	•	47	48.9	61	50.8	20	30.0	9	77.8	996	74.1
Englemann†	15	156.5	161.3	66.7	0	•	0	•	4	•	0	•	0	•	11	81.8
Hickory City	320	155.1	163.4	62.7	0	•	24	58.3	74	31.1	4	•	2	•	216	75.8
Newton-Conover City	187	155.5	164.9	63.1	0	•	11	54.5	28	46.4	6	50.0	0	•	142	67.6
Davidson	1,416	156.1	163.6	66.8	5	60.0	9	55.6	31	58.1	4	•	4	•	1,363	67.3
Lexington City	233	153.2	162.0	56.9	1	•	17	64.7	110	53.6	16	43.8	2	•	87	60.5
Thomasville City	140	152.7	162.0	52.9	0	•	1	•	79	46.8	3	•	0	•	57	61.4
Davie	388	156.0	164.3	66.2	0	•	2	•	35	45.7	9	44.4	1	•	341	68.6
Forsyth	2,752	156.0	163.5	65.2	6	80.0	34	85.3	998	42.5	90	42.7	33	60.6	1,591	80.3
Lift†	2	•	•	•	0	•	0	•	2	•	0	•	0	•	0	•
Quality Education†	18	148.3	151.6	11.1	0	•	0	•	18	11.1	0	•	0	•	0	•
Downtown Middle†	197	159.5	166.1	84.8	0	•	2	•	61	70.5	1	•	4	•	129	90.7
C.G. Woodson†	21	148.8	155.2	33.3	0	•	0	•	20	30.0	0	•	0	•	1	•
Iredell-Statesville	1,141	155.7	164.6	66.0	5	80.0	17	52.9	216	43.1	26	61.5	4	•	873	71.9
Mooresville City	273	156.0	163.3	70.0	0	•	6	66.7	47	34.0	2	•	0	•	218	78.4
Stokes	556	155.6	162.3	66.5	0	•	0	•	34	32.4	9	66.7	4	•	509	69.0
Surry	588	157.1	166.2	73.3	0	•	3	•	31	58.1	30	40.0	1	•	523	76.5
Elkin City	62	158.0	164.7	79.0	0	•	1	•	6	33.3	0	•	0	•	55	83.6
Bridges†	13	148.8	157.7	27.3	0	•	0	•	1	•	0	•	0	•	12	30.0
Mount Airy City	149	157.7	166.9	72.5	0	•	4	•	21	57.1	1	•	0	•	123	77.2
Watauga	417	159.7	168.6	80.3	0	•	2	•	5	80.0	4	•	3	•	403	80.4
Wilkes	782	156.4	164.7	67.7	1	•	4	•	39	35.9	7	66.7	2	•	729	69.4
United Children†	3	•	•	•	0	•	0	•	0	•	0	•	0	•	3	•
Yadkin	457	156.7	163.5	71.3	2	•	2	•	18	33.3	32	34.4	4	•	399	76.4

Notes: ¹"Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

²The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 53c. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,669**	**155.8**	**163.6**	**65.7**	**1,330**	**51.4**	**1,422**	**73.2**	**26,700**	**43.6**	**1,964**	**50.3**	**506**	**64.8**	**59,713**	**76.2**
Southwest Region	**19,758**	**155.3**	**162.8**	**62.9**	**184**	**48.1**	**402**	**67.7**	**5,709**	**37.2**	**396**	**51.3**	**65**	**61.5**	**12,999**	**74.6**
Anson	301	152.3	161.0	49.8	1	*	3	*	195	35.9	3	*	0	*	99	75.8
Cabarrus	1,342	157.6	165.8	74.6	8	75.0	4	*	162	38.9	28	57.1	6	50.0	1,134	80.1
Kannapolis City	305	154.2	162.0	60.1	0	*	4	*	90	41.6	6	83.3	1	*	204	68.0
Cleveland	677	153.5	163.2	57.0	0	*	0	*	145	45.5	1	*	2	*	529	60.2
Kings Mountain City	318	156.1	167.5	73.3	1	*	8	75.0	65	63.1	1	*	3	*	240	75.4
Shelby City	237	153.9	162.1	54.2	1	*	0	*	113	28.3	2	*	2	*	119	78.0
Gaston	2,361	154.9	162.9	63.4	3	*	31	74.2	437	42.1	21	57.1	2	*	1,867	68.4
Hoke	425	152.9	160.5	53.0	71	41.4	4	*	214	41.1	5	80.0	6	66.7	124	77.2
Lincoln	741	155.3	163.8	66.2	0	*	3	*	59	45.8	33	48.5	3	*	643	68.7
Mecklenburg	7,076	155.1	161.8	59.8	20	40.0	274	67.9	2,853	34.1	177	51.1	20	40.0	3,730	79.5
Montgomery	312	154.5	160.5	58.3	0	*	8	87.5	86	31.4	27	55.6	0	*	191	69.6
Moore	781	157.0	164.3	69.6	7	85.7	2	*	196	40.0	14	57.1	2	*	560	79.8
MAST†	15	157.2	166.0	66.7	0	*	0	*	2	*	0	*	0	*	13	69.2
Richmond	564	156.8	164.8	69.7	11	36.4	6	83.3	185	51.4	13	53.8	2	*	347	81.0
Rowan	1,513	154.4	162.1	60.1	4	*	18	50.0	320	33.1	20	50.0	8	50.0	1,143	68.1
Scotland	505	153.7	161.2	58.4	50	54.0	2	*	232	46.6	1	*	0	*	220	71.4
Stanly	740	157.2	165.9	73.0	2	*	27	55.6	107	43.0	8	25.0	2	*	594	79.7
Union	1,545	156.2	163.4	66.6	5	20.0	8	50.0	248	32.1	36	34.3	6	83.3	1,242	74.6

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 53d. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,669**	**155.8**	**163.6**	**65.7**	**1,330**	**51.4**	**1,422**	**73.2**	**26,700**	**43.6**	**1,964**	**50.3**	**506**	**64.8**	**59,713**	**76.2**
Northeast Region	**6,577**	**154.1**	**161.4**	**58.7**	**37**	**54.1**	**28**	**71.4**	**3,302**	**42.4**	**48**	**52.1**	**10**	**70.0**	**3,152**	**75.7**
Beaufort	554	153.8	161.6	58.7	0	*	3	*	209	39.2	5	40.0	0	*	337	70.9
Bertie	295	150.8	158.0	43.7	1	*	1	*	237	40.4	1	*	0	*	55	56.4
Camden	118	156.0	162.9	65.3	0	*	1	*	23	39.1	0	*	0	*	94	71.3
Chowan	207	153.4	160.8	58.7	0	*	0	*	117	45.7	0	*	0	*	90	75.6
Currituck	260	157.6	165.1	77.7	0	*	0	*	23	60.9	1	*	1	*	235	79.1
Dare	345	158.6	165.5	[illegible]7.6	0	*	1	*	9	44.4	6	83.3	0	*	329	78.4
Edgecombe	562	153.1	161.2	54.3	0	*	2	*	320	43.4	5	60.0	0	*	235	68.9
Gates	159	157.1	162.9	76.7	0	*	0	*	74	66.2	0	*	0	*	85	85.9
Halifax	401	152.0	161.1	51.8	27	63.0	0	*	350	50.4	1	*	0	*	23	60.9
Roanoke Rapids City	280	155.7	164.6	67.5	1	*	6	83.3	52	30.6	3	*	1	*	217	76.0
Weldon City	88	148.3	157.6	26.1	0	*	0	*	82	25.6	0	*	0	*	6	33.3
Hertford	313	150.5	154.3	32.4	4	*	0	*	247	23.9	1	*	0	*	61	68.3
Hyde	51	155.3	162.3	60.8	0	*	0	*	21	33.3	0	*	0	*	30	80.0
Martin	351	153.2	157.9	48.1	1	*	1	*	195	31.8	1	*	0	*	153	69.3
Northampton	278	152.1	160.2	51.1	0	*	0	*	222	48.6	1	*	0	*	55	60.0
Pasquotank	495	155.3	163.4	64.9	0	*	3	*	229	49.8	4	*	2	*	257	79.0
Perquimans	169	152.4	160.1	48.5	1	*	1	*	62	22.6	0	*	0	*	105	64.8
Pitt	1,408	155.3	162.1	64.2	2	*	9	77.8	680	45.1	17	47.1	4	*	696	82.8
Right Step†	20	145.6	147.2	5.0	0	*	0	*	19	5.3	0	*	1	*	0	*
Tyrrell	55	154.5	164.5	63.6	0	*	0	*	28	42.9	0	*	0	*	27	85.2
Washington	168	154.1	161.1	62.3	0	*	0	*	103	55.9	2	*	1	*	62	72.6

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 53e. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,669**	**155.8**	**163.6**	**65.7**	**1,330**	**51.4**	**1,422**	**73.2**	**26,700**	**43.6**	**1,964**	**50.3**	**506**	**64.8**	**59,713**	**76.2**
Southeast Region	**16,929**	**155.2**	**162.9**	**63.8**	**887**	**49.0**	**168**	**81.5**	**6,105**	**49.0**	**454**	**55.3**	**101**	**65.3**	**9,200**	**75.2**
Bladen	425	153.2	160.4	53.3	5	20.0	2	•	214	45.1	3	•	0	•	200	63.5
Brunswick	733	154.8	162.9	63.1	6	66.7	3	•	153	48.0	7	57.1	4	•	560	67.0
Carteret	680	157.1	164.0	73.9	1	•	5	80.0	75	49.3	8	87.5	4	•	585	77.1
Columbus	563	152.9	160.2	52.0	32	46.9	0	•	230	39.7	3	•	1	•	297	62.6
Whiteville City	200	156.3	162.8	68.0	4	•	1	•	82	43.9	1	•	0	•	112	86.6
Craven	1,145	157.1	163.6	71.2	2	•	8	87.5	394	54.3	16	56.3	4	•	720	80.4
Cumberland	3,986	155.8	162.5	64.8	74	55.4	66	86.4	1,795	52.0	169	66.9	36	58.3	1,840	77.0
Duplin	587	156.0	163.5	68.6	1	•	0	•	228	53.3	43	48.8	0	•	315	82.2
Greene	244	150.1	157.6	41.4	0	•	1	•	133	28.6	16	25.0	0	•	94	61.7
Jones	106	153.8	161.4	60.4	0	•	0	•	49	57.1	1	•	0	•	55	63.6
Lenoir	768	154.3	163.6	60.5	0	•	2	•	397	49.6	21	47.6	2	•	346	73.4
New Hanover	1,497	156.9	165.3	69.6	8	25.0	12	66.7	428	45.1	10	70.0	7	42.9	1,031	80.4
Onslow	1,589	155.4	163.6	67.0	19	68.4	41	73.2	374	50.3	54	59.3	26	61.5	1,075	73.0
Pamlico	117	156.5	167.5	70.1	1	•	0	•	35	51.4	3	•	0	•	78	78.2
Arapahoe†	19	159.1	172.5	78.9	0	•	0	•	1	•	0	•	0	•	17	82.4
Pender	479	155.2	163.2	62.6	1	•	0	•	152	40.8	11	54.5	0	•	315	73.3
Robeson	1,656	152.0	160.5	51.0	706	48.7	6	66.7	509	41.5	15	26.7	3	•	417	66.9
CIS Academy†	13	143.0	147.6	0.0	7	0.0	0	•	5	0.0	0	•	0	•	1	•
Sampson	532	154.6	163.1	63.5	7	28.6	1	•	175	48.0	40	37.5	1	•	308	76.3
Clinton City	184	156.4	164.8	72.8	12	58.3	0	•	78	62.8	3	•	3	•	88	86.4
Wayne	1,406	155.6	163.5	66.5	1	•	20	90.0	598	54.1	30	46.7	10	80.0	746	76.5

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 53f. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,669**	**155.8**	**163.6**	**65.7**	**1,330**	**51.4**	**1,422**	**73.2**	**26,700**	**43.6**	**1,964**	**50.3**	**506**	**64.8**	**59,713**	**76.2**
Central Region	**27,350**	**156.3**	**163.9**	**66.7**	**121**	**62.8**	**479**	**81.3**	**9,025**	**44.4**	**674**	**48.0**	**210**	**65.6**	**16,827**	**79.1**
Alamance	1,423	154.7	162.9	61.6	3	•	14	71.4	367	40.9	41	34.1	10	20.0	988	70.8
Lakeside†	6	141.8	150.3	0.0	1	•	0	•	4	•	0	•	1	•	0	•
Caswell	304	153.3	161.8	58.6	0	•	1	•	136	47.8	3	•	1	•	163	68.1
Chatham	538	156.1	162.9	65.1	2	•	1	•	127	38.6	31	35.5	2	•	375	76.5
Chatham Charter†	12	150.8	159.8	41.7	0	•	0	•	0	•	0	•	0	•	12	41.7
Durham	2,228	154.5	161.8	58.0	8	62.5	44	84.1	1,300	43.2	62	37.7	25	60.0	789	82.5
Franklin	540	154.5	163.0	62.2	1	•	0	•	216	43.3	11	45.5	2	•	310	75.8
Granville	610	155.4	163.1	64.2	0	•	3	•	226	48.7	6	83.3	4	•	371	73.2
Guilford	4,503	156.5	163.5	66.9	27	59.3	120	60.8	1,657	46.0	66	52.3	63	68.3	2,568	81.1
Harnett	1,139	155.0	162.6	62.6	13	61.5	7	85.7	327	42.6	49	55.1	11	90.9	732	71.4
Johnston	1,401	156.8	164.8	72.7	9	88.9	5	80.0	304	49.3	46	54.3	14	92.9	1,022	80.2
Lee	657	155.4	164.2	66.1	4	•	10	100.0	193	45.6	54	29.6	8	62.5	388	80.4
Nash/Rocky Mount	1,221	155.3	162.6	63.4	3	•	12	83.3	657	48.6	23	56.5	6	83.3	520	81.7
Orange	456	156.6	163.4	70.2	2	•	1	•	100	47.9	9	77.8	5	100.0	339	75.9
Orange Co. Charter†	13	158.0	161.8	69.2	0	•	0	•	1	•	0	•	0	•	12	75.0
Chapel Hill City	643	161.7	170.4	85.8	1	•	43	100.0	108	41.5	15	66.7	9	77.8	467	95.3
Village Charter†	17	160.4	167.7	76.5	0	•	0	•	5	40.0	0	•	0	•	11	90.9
School In Community	1	•	•	•	0	•	0	•	1	•	0	•	0	•	0	•
Person	436	155.3	163.5	66.5	3	•	0	•	154	44.8	3	•	1	•	275	78.2
Randolph	1,219	155.2	162.6	64.6	6	66.7	3	•	62	45.2	29	37.9	3	•	1,114	66.3
Asheboro City	312	154.7	162.2	59.0	1	•	7	85.7	50	40.0	22	40.9	1	•	231	64.5
Rockingham	1,060	153.9	161.2	57.5	2	•	2	•	249	34.7	15	53.3	7	28.6	785	65.1
Vance	555	153.2	162.5	59.7	2	•	0	•	346	50.3	2	•	3	•	202	75.6
Wake	6,776	158.5	166.2	74.3	15	46.7	198	88.8	1,747	44.5	153	54.6	26	73.1	4,629	85.8
Bonner†	4	•	•	•	0	•	0	•	3	•	0	•	0	•	1	•
Exploris†	52	164.8	173.1	96.2	0	•	0	•	7	85.7	1	•	1	•	43	97.7
Magellan†	62	165.2	173.9	98.4	0	•	2	•	3	•	1	•	0	•	56	98.2
Sterling Montessori†	7	161.9	162.1	85.7	1	•	0	•	0	•	0	•	2	•	4	•
Warren	250	152.0	157.4	46.0	15	53.3	0	•	180	37.2	2	•	0	•	53	73.6
Wilson	889	153.7	162.9	56.0	2	•	6	66.7	481	37.5	30	43.3	5	40.0	365	81.4
S.B. Howard†	16	154.4	159.8	62.5	0	•	0	•	14	64.3	0	•	0	•	2	•

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 54a. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,267**	**159.0**	**169.2**	**65.6**	**1,285**	**50.5**	**1,397**	**71.5**	**26,463**	**43.5**	**1,899**	**51.3**	**463**	**67.2**	**59,733**	**76.0**
Western Region	**7,009**	**160.6**	**172.0**	**74.1**	**59**	**67.8**	**45**	**84.4**	**441**	**40.5**	**82**	**57.3**	**27**	**66.7**	**6,354**	**76.7**
Buncombe	1,866	161.5	174.1	78.8	7	71.4	15	100.0	82	50.0	20	70.0	8	87.5	1,734	80.0
Asheville City	318	159.5	171.1	64.2	0	•	2	•	133	33.6	7	57.1	1	•	175	87.4
Cherokee	243	161.7	172.4	78.2	1	•	0	•	6	66.7	2	•	3	•	230	78.7
The Learning Center†	11	156.5	159.4	36.4	0	•	0	•	3	•	0	•	0	•	8	37.5
Clay	101	161.9	174.8	82.2	0	•	0	•	0	•	0	•	2	•	99	81.8
Graham	87	159.0	172.2	74.7	5	60.0	0	•	0	•	0	•	0	•	82	75.6
Haywood	564	161.0	173.6	77.1	3	•	0	•	11	63.6	3	•	1	•	546	77.2
Henderson	841	160.9	171.4	74.3	0	•	7	71.4	47	34.0	31	38.7	6	33.3	750	78.6
Jackson	257	160.5	171.7	72.4	18	61.1	0	•	2	•	0	•	0	•	237	73.0
Summit†	13	164.5	171.5	69.2	0	•	0	•	0	•	1	•	0	•	12	66.7
Macon	326	159.4	169.0	69.9	0	•	2	•	2	•	2	•	2	•	318	69.5
Madison	181	160.2	171.7	75.7	0	•	0	•	0	•	0	•	0	•	181	75.7
McDowell	490	159.1	171.4	70.6	0	•	13	76.9	22	59.1	1	•	0	•	454	71.1
Mitchell	198	160.5	168.0	68.2	0	•	0	•	0	•	2	•	0	•	196	67.9
Polk	185	161.7	171.0	75.7	1	•	0	•	14	35.7	2	•	0	•	168	79.2
Rutherford	749	158.0	167.6	62.8	1	•	4	•	101	32.7	6	33.3	4	•	633	68.1
Swain	111	160.8	169.0	76.6	23	73.9	1	•	0	•	2	•	0	•	85	77.6
Transylvania	295	163.4	178.2	86.3	0	•	1	•	14	71.4	2	•	0	•	278	87.0
Yancey	173	161.8	172.6	75.7	0	•	0	•	4	•	1	•	0	•	168	76.8

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 54b. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,267**	**159.0**	**169.2**	**65.6**	**1,285**	**50.5**	**1,397**	**71.5**	**26,463**	**43.5**	**1,899**	**51.3**	**463**	**67.2**	**59,733**	**76.0**
Northwest Region	**14,154**	**159.3**	**170.0**	**67.8**	**22**	**45.5**	**291**	**54.8**	**2,035**	**43.5**	**297**	**42.4**	**81**	**59.3**	**11,425**	**73.2**
Alexander	380	158.9	168.7	63.6	0	•	10	40.0	23	39.1	4	•	0	•	343	66.1
Alleghany	133	159.0	171.4	71.4	0	•	0	•	1	•	2	•	1	•	129	72.1
Ashe	255	159.7	172.4	72.9	0	•	0	•	2	•	3	•	0	•	250	73.6
Avery	191	160.1	171.4	73.8	0	•	0	•	1	•	1	•	0	•	189	74.1
Grandfather Academy†	7	148.1	155.3	0.0	0	•	0	•	1	•	0	•	0	•	6	0.0
Burke	1,051	160.2	170.8	71.1	2	•	97	47.4	60	60.0	22	50.0	5	80.0	865	75.1
Caldwell	902	159.2	169.8	70.7	0	•	8	75.0	53	49.1	8	75.0	5	60.0	828	72.1
Nguzo Saba†	3	•	•	•	0	•	0	•	3	•	0	•	0	•	0	•
Catawba	1,189	159.3	170.4	68.8	4	•	59	57.6	77	32.5	26	53.8	3	•	1,020	72.8
Englemann†	16	159.2	166.8	56.3	0	•	0	•	6	33.3	0	•	1	•	9	77.8
Hickory City	262	159.4	170.0	65.9	0	•	19	36.8	63	41.9	4	•	3	•	173	78.0
Newton-Conover City	216	158.8	172.4	72.6	0	•	10	70.0	34	21.2	11	45.5	1	•	160	85.0
Davidson	1,471	158.5	170.7	67.7	6	33.3	12	83.3	34	67.6	8	50.0	2	•	1,409	67.8
Lexington City	245	156.0	167.5	51.0	0	•	16	31.3	121	42.1	14	28.6	3	•	91	70.3
Thomasville City	145	158.2	167.9	64.6	0	•	2	•	70	62.3	4	•	0	•	69	66.7
Davie	417	160.3	171.2	69.8	2	•	0	•	39	33.3	10	40.0	2	•	364	74.7
Forsyth	2,713	159.1	169.1	63.7	3	•	22	72.7	988	43.8	85	38.8	30	53.3	1,583	77.5
Lift†	18	146.1	154.9	5.9	0	•	0	•	16	0.0	0	•	2	•	0	•
Quality Education†	13	150.2	155.8	15.4	0	•	0	•	13	15.4	0	•	0	•	0	•
Downtown Middle†	163	161.6	170.5	74.8	0	•	0	•	30	50.0	1	•	4	•	127	81.1
C.G. Woodson†	15	151.5	160.7	26.7	0	•	0	•	15	26.7	0	•	0	•	0	•
Iredell-Statesville	1,155	159.3	169.7	67.9	1	•	18	47.1	213	42.2	13	46.2	4	•	906	74.7
Mooresville City	322	160.0	170.0	71.0	0	•	6	66.7	56	32.1	2	•	0	•	258	80.2
Stokes	546	157.8	167.8	60.1	2	•	1	•	22	36.4	10	40.0	4	•	507	61.2
Surry	550	160.4	171.8	74.7	1	•	3	•	17	64.7	24	41.7	4	•	501	76.4
Elkin City	58	162.0	174.4	75.9	0	•	0	•	4	•	1	•	0	•	53	83.0
Bridges†	15	155.0	163.3	57.1	0	•	0	•	2	•	0	•	0	•	13	58.3
Mount Airy City	169	161.6	171.8	77.5	0	•	2	•	14	50.0	3	•	3	•	147	82.3
Watauga	364	162.7	174.2	81.9	0	•	2	•	3	•	3	•	0	•	356	82.0
Wilkes	755	158.8	170.1	67.9	0	•	4	•	39	51.3	9	77.8	1	•	702	68.8
United Children†	2	•	•	•	0	•	0	•	0	•	0	•	0	•	2	•
Yadkin	413	159.3	168.6	67.8	1	•	0	•	15	53.3	29	24.1	3	•	365	72.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 54c. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,267**	**159.0**	**169.2**	**65.6**	**1,285**	**50.5**	**1,397**	**71.5**	**26,463**	**43.5**	**1,899**	**51.3**	**463**	**67.2**	**59,733**	**76.0**
Southwest Region	**19,411**	**158.3**	**168.4**	**62.9**	**152**	**46.1**	**408**	**67.5**	**5,644**	**39.3**	**413**	**52.9**	**50**	**62.0**	**12,741**	**73.7**
Anson	325	156.9	168.0	59.6	1	•	1	•	193	48.2	3	•	0	•	127	77.0
Cabarrus	1,380	161.5	172.6	78.2	6	50.0	8	87.5	170	53.0	18	50.0	7	71.4	1,170	82.4
Kannapolis City	268	157.7	170.2	66.0	2	•	3	•	79	53.2	9	55.6	1	•	174	73.0
Cleveland	608	157.8	169.6	64.0	0	•	1	•	124	36.3	4	•	1	•	478	70.9
Kings Mountain City	338	159.0	169.9	69.4	0	•	10	90.0	88	54.0	6	33.3	0	•	234	75.2
Shelby City	239	157.9	167.9	55.6	0	•	0	•	110	29.1	2	•	0	•	127	78.7
Gaston	2,346	158.1	167.9	62.6	6	33.3	38	81.6	392	45.0	24	75.0	6	83.3	1,880	65.8
Hoke	433	155.8	164.4	54.3	47	36.2	3	•	204	45.1	11	54.5	4	•	163	70.6
Lincoln	771	157.0	167.3	57.7	3	•	4	•	71	35.7	31	35.5	5	60.0	657	61.0
Mecklenburg	6,800	158.1	167.5	59.2	30	43.3	266	65.5	2,766	35.3	173	54.1	11	54.5	3,554	77.6
Montgomery	364	156.7	167.3	58.6	1	•	14	71.4	103	40.8	26	66.7	0	•	219	66.2
Moore	714	159.2	169.2	67.9	4	•	2	•	179	48.0	21	52.4	2	•	506	75.8
MAST†	37	163.1	174.0	83.8	0	•	0	•	7	42.9	1	•	1	•	28	96.4
Richmond	643	157.9	167.9	60.7	4	•	4	•	250	49.6	8	62.5	1	•	376	68.3
Rowan	1,419	158.1	167.8	61.8	6	33.3	21	47.6	307	35.5	34	47.1	5	100.0	1,046	70.2
Scotland	486	157.9	169.5	62.7	38	65.8	4	•	213	45.5	1	•	1	•	229	77.9
Stanly	750	159.1	169.5	67.9	1	•	20	55.0	112	39.3	6	50.0	3	•	608	73.7
Union	1,490	159.0	170.1	68.7	3	•	9	55.6	276	33.8	35	40.0	2	•	1,165	78.0

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 54d. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,267**	**159.0**	**169.2**	**65.6**	**1,285**	**50.5**	**1,397**	**71.5**	**26,463**	**43.5**	**1,899**	**51.3**	**463**	**67.2**	**59,733**	**76.0**
Northeast Region	**6,679**	**157.4**	**167.2**	**57.1**	**40**	**55.0**	**19**	**84.2**	**3,389**	**41.3**	**51**	**49.0**	**16**	**56.3**	**3,163**	**73.9**
Beaufort	570	157.7	167.6	57.7	0	*	2	*	252	35.3	4	*	1	*	311	75.6
Bertie	308	154.6	163.5	42.9	1	*	0	*	243	37.9	1	*	0	*	62	64.5
Camden	93	160.0	169.2	66.7	0	*	0	*	16	62.5	0	*	0	*	77	67.5
Chowan	209	158.5	166.4	56.0	0	*	0	*	99	39.4	0	*	2	*	108	72.6
Currituck	251	158.3	167.0	62.4	4	*	1	*	23	43.5	2	*	1	*	220	63.5
Dare	360	160.9	172.6	75.5	1	*	0	*	13	61.5	7	42.9	2	*	337	76.8
Edgecombe	561	157.4	167.2	59.3	0	*	1	*	314	50.8	3	*	0	*	243	70.8
Gates	176	157.0	164.2	51.1	0	*	0	*	79	32.9	1	*	0	*	96	66.7
Halifax	476	153.8	165.4	42.2	27	59.3	0	*	411	40.8	2	*	1	*	35	42.9
Roanoke Rapids City	231	159.3	170.6	63.6	2	*	4	*	46	43.5	3	*	0	*	176	68.2
Weldon City	63	156.9	168.8	63.5	0	*	0	*	60	61.7	0	*	0	*	3	*
Hertford	343	153.6	161.5	38.3	1	*	0	*	254	28.1	2	*	1	*	85	68.2
Hyde	53	155.0	165.2	39.6	0	*	0	*	28	17.9	0	*	0	*	25	64.0
Martin	368	157.2	166.1	53.7	1	*	0	*	198	36.5	5	60.0	0	*	164	74.4
Northampton	277	157.4	169.6	60.6	2	*	0	*	207	53.1	0	*	1	*	67	85.1
Pasquotank	455	158.8	168.6	64.6	0	*	2	*	201	48.3	1	*	3	*	248	77.4
Perquimans	159	155.2	166.5	50.9	0	*	0	*	69	33.3	2	*	1	*	87	65.5
Pitt	1,432	158.7	168.5	63.8	1	*	8	87.5	690	44.2	14	42.9	3	*	716	82.7
Right Step†	17	146.2	154.4	11.8	0	*	0	*	16	6.3	0	*	0	*	1	*
Tyrrell	65	158.2	163.4	44.6	0	*	0	*	30	16.7	1	*	0	*	34	67.6
Washington	212	154.9	164.3	44.8	0	*	1	*	140	37.1	3	*	0	*	68	61.8

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 54e. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,267**	**159.0**	**169.2**	**65.6**	**1,285**	**50.5**	**1,397**	**71.5**	**26,463**	**43.5**	**1,899**	**51.3**	**463**	**67.2**	**59,733**	**76.0**
Southeast Region	**16,846**	**158.5**	**168.2**	**64.0**	**888**	**48.3**	**153**	**81.7**	**6,067**	**48.2**	**440**	**57.6**	**121**	**75.2**	**9,170**	**75.9**
Bladen	395	157.1	167.9	58.3	1	*	0	*	178	45.5	4	*	1	*	211	68.7
Brunswick	731	159.5	170.4	69.7	7	71.4	2	*	164	57.1	5	40.0	3	*	550	73.5
Carteret	682	158.8	169.3	66.7	2	*	3	*	63	33.9	5	60.0	3	*	605	70.3
Columbus	580	156.4	165.5	51.6	34	38.2	0	*	250	39.6	2	*	0	*	294	63.8
Whiteville City	222	159.1	166.2	62.9	1	*	0	*	83	43.4	1	*	2	*	135	76.1
Craven	1,077	160.2	168.9	68.9	2	*	8	87.5	368	49.5	22	52.4	15	86.7	661	79.7
Cumberland	3,816	158.9	166.7	63.9	72	54.2	53	84.9	1,755	51.1	162	68.5	24	70.8	1,748	76.1
Duplin	639	158.2	168.5	65.1	1	*	0	*	248	47.2	51	41.2	1	*	338	82.0
Greene	269	155.9	164.7	52.8	0	*	1	*	139	40.6	12	30.0	1	*	116	68.8
Jones	99	156.6	170.1	59.2	0	*	0	*	50	52.0	1	*	1	*	47	67.4
Lenoir	816	158.1	169.5	63.0	0	*	1	*	422	51.8	7	57.1	1	*	383	75.2
New Hanover	1,548	161.0	171.5	73.9	9	44.4	24	79.2	409	47.1	11	63.6	14	78.6	1,080	84.4
Onslow	1,598	159.0	169.1	67.7	19	73.7	37	67.6	399	51.8	49	68.8	41	73.2	1,053	73.4
Pamlico	142	160.8	172.0	73.2	1	*	0	*	47	55.3	1	*	0	*	93	81.7
Arapahoe†	21	161.3	174.7	85.7	1	*	0	*	2	*	0	*	0	*	18	83.3
Pender	425	159.7	170.8	71.5	1	*	0	*	121	55.4	7	57.1	1	*	295	78.3
Robeson	1,581	155.2	166.4	50.5	710	47.7	3	*	487	39.8	18	38.9	1	*	362	70.7
CIS Academy†	17	143.3	152.4	5.9	9	11.1	0	*	8	0.0	0	*	0	*	0	*
Sampson	524	158.2	167.4	61.5	9	66.7	1	*	161	41.6	32	43.8	3	*	318	73.6
Clinton City	176	160.2	170.3	69.3	4	*	2	*	80	55.0	6	16.7	2	*	82	87.8
Wayne	1,488	158.1	167.7	63.2	5	40.0	18	94.4	633	46.7	44	56.8	7	85.7	781	76.0

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 54f. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs

Grade 7 Reading and Mathematics

Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficien
State	**91,267**	**159.0**	**169.2**	**65.6**	**1,285**	**50.5**	**1,397**	**71.5**	**26,463**	**43.5**	**1,899**	**51.3**	**463**	**67.2**	**59,733**	**76.0**
Central Region	**27,168**	**159.5**	**169.6**	**67.1**	**124**	**63.4**	**481**	**80.0**	**8,887**	**43.8**	**616**	**49.3**	**168**	**67.9**	**16,880**	**79.7**
Alamance	1,472	158.0	168.6	61.5	8	75.0	14	92.9	389	38.8	43	30.2	7	42.9	1,011	71.2
Lakeside†	7	149.1	152.1	0.0	1	•	0	•	5	0.0	0	•	1	•	0	•
Caswell	262	157.2	165.3	56.1	1	•	0	•	117	44.4	3	•	1	•	140	67.1
Chatham	512	159.6	169.2	70.5	0	•	2	•	126	46.0	24	54.2	8	75.0	352	80.1
Chatham Charter†	13	152.5	160.0	38.5	1	•	0	•	2	•	0	•	0	•	10	50.0
Durham	2,137	158.1	167.6	59.7	5	100.0	30	93.3	1,202	41.1	46	43.2	29	86.2	825	85.1
Franklin	570	156.9	166.4	53.7	5	40.0	2	•	250	32.1	6	16.7	1	•	306	72.5
Granville	581	159.1	169.1	67.3	1	•	3	•	209	53.1	11	36.4	2	•	355	76.7
Guilford	4,450	159.6	168.6	66.5	31	56.7	143	59.9	1,653	45.9	65	47.7	51	60.8	2,501	81.3
Harnett	1,169	158.6	169.9	65.9	11	63.6	7	100.0	330	48.8	35	60.0	6	83.3	780	73.0
Johnston	1,279	160.5	172.0	75.7	6	33.3	4	•	261	55.9	50	50.0	9	66.7	949	82.7
Lee	673	159.2	170.5	68.2	6	83.3	8	75.0	180	47.8	62	56.5	5	60.0	412	78.6
Nash/Rocky Mount	1,314	157.8	168.5	60.9	3	•	11	54.5	705	45.9	28	60.7	4	•	562	79.9
Orange	474	159.6	169.5	68.6	3	•	2	•	97	42.3	11	36.4	4	•	356	77.0
Orange Co. Charter†	17	159.4	168.5	70.6	0	•	0	•	2	•	0	•	2	•	13	61.5
Chapel Hill City	661	165.1	177.0	86.8	3	•	40	97.5	108	47.2	11	54.5	1	•	498	95.0
Village Charter†	1	•	•	•	0	•	0	•	0	•	0	•	0	•	1	•
School In Community†	2	•	•	•	0	•	0	•	0	•	0	•	0	•	1	•
Person	405	159.5	168.7	67.1	1	•	0	•	134	47.4	3	•	0	•	267	77.2
Randolph	1,264	158.2	167.0	61.7	6	33.3	1	•	57	29.8	36	37.1	4	•	1,160	64.2
Asheboro City	279	160.3	169.2	68.7	1	•	5	80.0	48	33.3	19	44.4	2	•	204	79.4
Rockingham	1,158	157.6	167.3	59.4	4	•	4	•	257	41.4	23	47.8	3	•	867	65.0
Vance	536	155.1	165.1	48.9	2	•	2	•	353	39.0	4	•	3	•	172	68.6
Wake	6,669	161.7	172.5	76.2	12	83.3	197	89.8	1,703	45.1	109	57.0	20	75.0	4,625	87.4
Bonner†	5	148.2	152.2	0.0	0	•	0	•	4	•	0	•	0	•	1	•
Magellan†	65	164.6	178.0	95.4	0	•	2	•	9	77.8	0	•	1	•	53	98.1
Warren	284	155.1	162.7	43.8	12	66.7	0	•	203	35.6	1	•	0	•	68	63.2
Wilson	909	157.7	168.2	57.4	1	•	4	•	483	40.0	26	53.8	4	•	391	78.7

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 55a. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,903**	**161.9**	**173.7**	**70.6**	**1,323**	**54.9**	**1,396**	**73.8**	**24,756**	**49.1**	**1,753**	**56.5**	**433**	**72.8**	**58,215**	**80.4**
Western Region	**6,983**	**163.4**	**177.1**	**79.4**	**90**	**62.2**	**44**	**86.4**	**460**	**54.8**	**86**	**62.8**	**38**	**78.9**	**6,265**	**81.6**
Buncombe	1,798	164.5	178.9	83.4	6	83.3	11	100.0	96	64.6	17	64.7	9	88.9	1,659	84.5
Asheville City	276	162.8	175.8	72.5	0	•	1	•	109	48.6	6	66.7	2	•	158	88.6
Cherokee	297	163.8	176.9	81.4	5	60.0	0	•	4	•	1	•	3	•	284	82.3
The Learning Center†	3	•	•	•	0	•	0	•	0	•	0	•	0	•	3	•
Clay	115	165.3	178.7	86.1	1	•	0	•	0	•	0	•	0	•	114	86.0
Graham	89	163.8	177.9	87.6	11	90.9	0	•	0	•	0	•	0	•	78	87.2
Haywood	586	163.1	176.8	78.3	2	•	3	•	11	90.9	9	77.8	2	•	559	78.2
Henderson	858	163.7	178.2	80.0	4	•	7	100.0	53	56.6	33	60.6	7	57.1	754	82.7
Jackson	282	163.3	177.1	78.0	34	47.1	2	•	3	•	2	•	4	•	237	82.3
Summit†	8	164.8	182.9	87.5	0	•	0	•	0	•	0	•	0	•	8	87.5
Macon	324	163.1	176.2	79.3	0	•	3	•	4	•	1	•	0	•	316	79.0
Madison	187	160.9	173.9	70.1	0	•	0	•	0	•	0	•	0	•	187	70.1
McDowell	456	163.3	177.0	80.9	0	•	14	78.6	17	70.6	2	•	1	•	422	81.5
Mitchell	187	164.0	176.2	86.1	0	•	0	•	1	•	1	•	0	•	185	86.5
Polk	180	164.3	176.6	81.1	0	•	0	•	16	50.0	4	•	2	•	158	84.2
Rutherford	713	159.9	171.1	61.4	0	•	2	•	119	39.5	7	71.4	4	•	581	65.9
Swain	139	164.1	174.2	77.7	26	65.4	0	•	0	•	0	•	1	•	112	80.4
Transylvania	314	164.9	182.4	91.7	1	•	1	•	26	76.9	2	•	3	•	281	94.0
Yancey	171	164.8	177.6	87.7	0	•	0	•	1	•	1	•	0	•	169	88.2

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 55b. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,903**	**161.9**	**173.7**	**70.6**	**1,323**	**54.9**	**1,396**	**73.8**	**24,756**	**49.1**	**1,753**	**56.5**	**433**	**72.8**	**58,215**	**80.4**
Northwest Region	**13,704**	**162.2**	**174.6**	**73.0**	**26**	**69.2**	**289**	**63.3**	**1,878**	**49.6**	**234**	**49.6**	**59**	**64.4**	**11,214**	**77.7**
Alexander	425	162.1	174.3	70.6	1	•	5	20.0	24	45.8	0	•	0	•	395	72.7
Alleghany	105	163.4	176.1	81.9	0	•	0	•	2	•	1	•	0	•	102	82.4
Ashe	258	162.6	176.9	79.8	0	•	0	•	1	•	3	•	0	•	254	79.9
Avery	192	161.4	174.4	77.0	0	•	0	•	0	•	1	•	0	•	191	77.4
Grandfather Academy†	6	155.3	161.0	33.3	0	•	0	•	1	•	0	•	0	•	4	•
Burke	1,001	162.8	175.0	76.2	2	•	88	69.3	65	61.5	18	27.8	8	62.5	820	79.2
Caldwell	879	162.3	174.5	74.8	1	•	3	•	59	59.3	5	20.0	0	•	811	76.3
Nguzo Saba†	4	•	•	•	0	•	0	•	4	•	0	•	0	•	0	•
Catawba	1,075	161.9	175.3	75.0	1	•	48	66.7	61	57.4	15	60.0	3	•	947	76.9
Englemann†	18	163.7	173.9	77.8	0	•	0	•	2	•	0	•	0	•	16	81.3
Hickory City	275	162.2	174.9	71.4	0	•	20	57.9	70	50.7	5	60.0	4	•	176	81.3
Newton-Conover City	165	162.7	177.3	77.6	0	•	11	45.5	22	54.5	5	60.0	1	•	126	85.7
Davidson	1,430	161.6	174.3	72.0	6	33.3	5	40.0	33	60.6	9	66.7	2	•	1,375	72.6
Lexington City	206	158.8	171.7	58.7	0	•	20	60.0	91	46.2	8	25.0	5	60.0	82	75.6
Thomasville City	149	159.8	172.3	65.5	1	•	2	•	74	55.4	9	62.5	2	•	61	77.0
Davie	429	162.5	175.2	76.7	2	•	2	•	40	57.5	2	•	5	40.0	378	79.4
Forsyth	2,713	162.0	173.1	68.2	7	71.4	38	60.5	902	47.4	70	40.6	21	66.7	1,674	80.7
Lift†	20	151.4	157.2	10.5	0	•	0	•	18	11.8	0	•	0	•	0	•
Quality Education†	14	157.0	162.0	35.7	0	•	0	•	14	35.7	0	•	0	•	0	•
C G Woodson†	11	152.4	162.0	27.3	0	•	0	•	10	30.0	0	•	1	•	0	•
Iredell-Statesville	1,121	162.4	174.9	73.7	3	•	29	63.0	223	46.6	19	78.9	3	•	844	81.0
Mooresville City	288	163.7	176.8	77.7	0	•	6	66.7	34	41.2	0	•	0	•	248	83.0
Stokes	572	160.9	171.9	66.8	1	•	0	•	34	55.9	10	60.0	2	•	525	67.5
Surry	586	162.5	177.3	79.7	1	•	1	•	22	72.7	23	65.2	0	•	539	80.7
Elkin City	64	166.6	179.4	84.4	0	•	0	•	5	80.0	2	•	0	•	57	87.7
Bridges†	5	157.6	166.0	40.0	0	•	0	•	0	•	0	•	0	•	5	40.0
Mount Airy City	111	163.1	177.1	79.3	0	•	5	40.0	14	35.7	2	•	1	•	89	87.6
Watauga	422	164.6	178.1	81.9	0	•	3	•	2	•	1	•	0	•	416	81.7
Wilkes	748	162.1	176.0	74.3	0	•	2	•	37	56.8	8	37.5	1	•	700	75.6
Yadkin	412	162.9	175.0	76.2	0	•	1	•	14	71.4	18	38.9	0	•	379	78.1

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 55c. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,903**	**161.9**	**173.7**	**70.6**	**1,323**	**54.9**	**1,396**	**73.8**	**24,756**	**49.1**	**1,753**	**56.5**	**433**	**72.8**	**58,215**	**80.4**
Southwest Region	**18,947**	**161.3**	**172.6**	**67.3**	**164**	**48.5**	**399**	**69.7**	**5,521**	**42.7**	**371**	**52.9**	**44**	**62.8**	**12,446**	**78.7**
Anson	316	158.6	170.5	59.9	2	•	3	•	194	53.6	0	•	0	•	117	70.9
Cabarrus	1,273	163.7	176.6	81.1	5	80.0	6	83.3	152	55.9	20	50.0	5	100.0	1,085	85.1
Kannapolis City	293	162.2	174.6	74.4	0	•	5	40.0	89	55.1	7	28.6	1	•	191	85.9
Cleveland	606	160.5	172.4	68.0	0	•	2	•	125	52.8	4	•	0	•	475	72.6
Kings Mountain City	299	162.9	176.8	79.9	1	•	9	77.8	59	54.2	2	•	0	•	228	86.8
Shelby City	210	159.6	170.9	59.8	0	•	2	•	105	37.1	1	•	1	•	101	84.0
Gaston	2,195	160.5	171.1	63.6	6	60.0	23	87.0	402	44.3	14	57.1	7	50.0	1,743	67.9
Hoke	422	159.0	168.5	55.5	56	44.6	2	•	207	43.5	16	68.8	1	•	140	75.0
Lincoln	819	161.0	170.7	63.5	2	•	2	•	70	40.0	39	41.0	0	•	706	67.1
Mecklenburg	6,767	160.9	171.7	63.5	27	59.3	269	66.2	2,759	38.5	160	50.0	12	41.7	3,538	83.2
Montgomery	319	160.8	172.7	70.0	1	•	15	73.3	89	41.6	24	83.3	3	•	187	81.3
Moore	842	162.5	172.8	70.2	9	55.6	4	•	203	43.8	13	53.8	2	•	611	79.4
Richmond	552	160.5	171.8	66.6	12	50.0	3	•	225	56.0	10	70.0	0	•	302	74.8
Rowan	1,441	161.1	173.1	69.3	4	•	20	75.0	289	42.4	28	59.3	6	66.7	1,094	76.6
Scotland	532	159.1	171.7	59.7	32	28.1	2	•	235	46.6	3	•	1	•	259	75.3
Stanly	700	162.7	175.5	77.1	5	80.0	24	75.0	83	41.0	5	100.0	2	•	581	82.0
Union	1,361	163.2	175.6	76.5	2	•	8	75.0	235	43.2	25	45.8	3	•	1,088	84.4

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 55d. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,903**	**161.9**	**173.7**	**70.6**	**1,323**	**54.9**	**1,396**	**73.8**	**24,756**	**49.1**	**1,753**	**56.5**	**433**	**72.8**	**58,215**	**80.4**
Northeast Region	**6,401**	**160.1**	**171.0**	**61.9**	**29**	**37.9**	**33**	**75.8**	**3,263**	**46.0**	**48**	**58.3**	**15**	**73.3**	**3,013**	**79.2**
Beaufort	518	160.4	172.4	63.7	0	*	4	*	202	50.5	5	20.0	2	*	305	73.4
Bertie	259	159.1	167.5	53.3	0	*	1	*	204	44.6	0	*	0	*	54	85.2
Camden	99	158.6	170.3	58.6	0	*	0	*	20	40.0	0	*	0	*	79	63.3
Chowan	211	160.9	171.9	66.7	0	*	1	*	97	45.8	3	*	0	*	110	84.5
Currituck	239	161.8	172.6	69.5	0	*	0	*	25	44.0	0	*	2	*	212	72.6
Dare	351	164.6	175.9	82.1	0	*	0	*	14	57.1	6	66.7	0	*	331	83.4
Edgecombe	529	160.0	171.5	62.3	0	*	2	*	319	52.5	4	*	0	*	204	77.9
Gates	139	160.4	168.7	61.6	0	*	0	*	63	49.2	0	*	1	*	75	71.6
Halifax	459	155.7	168.4	47.2	25	36.0	0	*	411	47.4	1	*	1	*	21	50.0
Roanoke Rapids City	234	162.0	175.8	74.4	1	*	2	*	39	43.6	2	*	1	*	189	80.4
Weldon City	87	153.6	164.3	34.5	0	*	0	*	80	31.3	0	*	0	*	7	71.4
Hertford	307	157.8	164.1	40.4	1	*	0	*	247	34.4	0	*	2	*	57	64.9
Hyde	62	159.5	167.5	54.1	0	*	0	*	29	32.1	0	*	0	*	33	72.7
Martin	361	160.2	169.7	58.4	0	*	2	*	192	43.2	1	*	0	*	166	75.9
Northampton	271	159.8	171.9	67.8	0	*	0	*	201	59.0	1	*	1	*	68	92.6
Pasquotank	450	160.3	170.8	61.1	1	*	6	83.3	231	45.0	5	100.0	0	*	207	77.3
Perquimans	172	160.4	170.9	64.5	0	*	0	*	65	41.5	2	*	1	*	104	77.9
Pitt	1,388	161.2	172.3	66.4	1	*	15	86.7	648	47.5	16	31.3	4	*	704	84.5
Right Step†	22	150.6	157.4	9.1	0	*	0	*	22	9.1	0	*	0	*	0	*
Tyrrell	51	160.2	170.8	68.6	0	*	0	*	26	42.3	1	*	0	*	24	95.8
Washington	192	159.1	169.2	56.5	0	*	0	*	128	42.5	1	*	0	*	63	84.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 55e. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,903**	**161.9**	**173.7**	**70.6**	**1,323**	**54.9**	**1,396**	**73.8**	**24,756**	**49.1**	**1,753**	**56.5**	**433**	**72.8**	**58,215**	**80.4**
Southeast Region	**16,437**	**161.4**	**172.8**	**69.3**	**917**	**55.0**	**159**	**86.1**	**5,727**	**54.3**	**461**	**63.0**	**106**	**79.2**	**9,059**	**80.1**
Bladen	372	160.3	171.0	65.0	1	•	0	•	186	54.1	2	•	0	•	183	76.0
Brunswick	689	162.1	175.4	74.7	1	•	0	•	177	55.9	8	75.0	1	•	500	81.5
Carteret	738	161.8	172.9	70.5	3	•	5	80.0	87	32.9	5	60.0	7	85.7	631	76.2
Columbus	588	159.8	170.7	62.4	28	60.7	1	•	231	44.2	3	•	1	•	324	75.5
Whiteville City	188	161.7	172.1	70.2	2	•	2	•	70	52.9	0	•	0	•	114	80.7
Craven	1,055	162.5	173.3	72.6	3	•	12	75.0	321	55.1	17	81.3	7	85.7	694	80.6
Cumberland	3,638	161.5	171.0	67.2	75	50.7	76	89.5	1,614	54.0	171	65.5	22	63.6	1,678	80.0
Duplin	636	162.2	174.7	75.6	0	•	0	•	221	66.1	59	52.5	1	•	355	85.4
Greene	193	158.8	169.4	58.5	0	•	0	•	112	44.6	8	62.5	0	•	73	79.5
Jones	94	158.5	168.0	55.3	0	•	0	•	51	56.9	1	•	0	•	42	52.4
Lenoir	711	162.3	176.6	77.2	0	•	2	•	355	68.3	16	68.8	3	•	335	86.9
New Hanover	1,575	163.8	176.6	79.3	10	80.0	12	91.7	393	55.0	14	85.7	4	•	1,141	87.4
Onslow	1,616	161.3	172.3	69.6	23	52.2	31	80.0	377	51.2	55	63.6	44	84.1	1,086	75.7
Pamlico	119	162.3	178.2	83.2	1	•	1	•	40	72.5	1	•	1	•	75	89.3
Arapahoe†	26	163.3	178.2	80.8	1	•	0	•	4	•	0	•	1	•	20	90.0
Pender	453	161.9	175.6	74.8	0	•	1	•	156	63.5	12	75.0	0	•	284	81.0
Robeson	1,709	158.5	170.6	59.0	739	56.2	3	•	524	47.5	17	64.7	1	•	425	77.4
CIS Academy†	23	147.9	155.5	8.7	13	7.7	0	•	8	12.5	0	•	0	•	2	•
Sampson	463	160.1	172.3	64.1	6	50.0	0	•	136	49.3	27	33.3	0	•	294	74.1
Clinton City	184	161.8	172.8	68.5	9	66.7	0	•	77	49.4	5	60.0	4	•	88	85.2
Wayne	1,367	161.5	172.9	68.8	2	•	13	92.3	587	57.1	40	57.5	9	100.0	715	78.3

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 55f. 1997-98 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,903**	**161.9**	**173.7**	**70.6**	**1,323**	**54.9**	**1,396**	**73.8**	**24,756**	**49.1**	**1,753**	**56.5**	**433**	**72.8**	**58,215**	**80.4**
Central Region	**25,431**	**162.5**	**174.3**	**72.4**	**97**	**60.0**	**472**	**78.3**	**7,907**	**50.5**	**553**	**55.1**	**171**	**72.8**	**16,218**	**83.5**
Alamance	1,503	161.3	172.8	68.3	2	•	13	76.9	375	46.8	43	34.9	17	76.5	1,053	77.0
Lakeside†	10	150.1	157.4	10.0	0	•	0	•	6	16.7	0	•	0	•	4	•
Caswell	261	160.6	169.9	60.6	2	•	0	•	106	43.4	1	•	0	•	152	73.3
Chatham	436	162.2	172.8	70.9	0	•	3	•	115	47.0	21	47.6	4	•	293	81.6
Chatham Charter†	5	160.8	170.2	60.0	0	•	0	•	0	•	0	•	0	•	5	60.0
Durham	1,919	161.5	172.2	65.5	5	40.0	38	81.6	1,033	48.3	39	41.0	23	72.7	781	88.6
Franklin	478	160.3	171.4	63.2	2	•	0	•	188	43.3	6	66.7	2	•	280	76.3
Granville	499	162.2	174.5	77.4	1	•	1	•	187	64.2	8	75.0	1	•	301	85.4
Guilford	4,147	162.3	173.0	68.6	23	31.8	139	64.0	1,449	48.6	52	63.5	43	67.4	2,439	81.2
Harnett	1,092	161.6	173.8	70.8	7	50.0	4	•	296	53.1	44	54.8	10	80.0	731	79.0
Johnston	1,283	163.3	177.2	81.9	7	57.1	10	90.0	251	64.8	46	60.9	8	87.5	961	87.4
Lee	659	162.1	176.2	76.9	5	60.0	3	•	172	58.1	50	52.0	5	80.0	424	87.7
Nash/Rocky Mount	1,241	160.8	173.2	68.0	5	100.0	10	80.0	616	52.8	29	58.6	5	80.0	576	84.0
Orange	419	162.6	173.4	75.2	1	•	0	•	97	48.5	5	60.0	9	66.7	304	84.5
Orange Co Charter†	15	162.6	172.3	60.0	0	•	0	•	2	•	0	•	1	•	12	75.0
Chapel Hill City	648	167.7	180.8	90.9	2	•	41	95.1	99	61.2	15	86.7	6	100.0	484	96.5
School In Community†	4	•	•	•	0	•	0	•	0	•	0	•	1	•	2	•
Person	410	161.9	174.4	73.4	2	•	1	•	135	55.6	2	•	0	•	270	82.2
Randolph	1,189	161.4	171.5	68.0	10	50.0	5	100.0	58	46.6	19	36.8	3	•	1,094	69.8
Asheboro City	297	161.3	172.8	69.7	1	•	6	66.7	46	45.7	14	35.7	3	•	227	77.5
Rockingham	1,009	160.8	171.9	67.4	2	•	5	40.0	238	50.2	15	33.3	2	•	747	73.7
Vance	453	159.1	169.2	56.2	1	•	1	•	257	41.8	9	33.3	3	•	182	76.4
Wake	6,326	164.4	177.4	79.9	12	75.0	190	85.6	1,532	51.3	117	65.5	25	70.8	4,444	89.9
Bonner†	2	•	•	•	0	•	0	•	1	•	1	•	0	•	0	•
Magellan†	26	166.6	181.5	92.3	0	•	0	•	4	•	0	•	0	•	22	95.5
Warren	234	159.0	167.3	52.6	7	85.7	0	•	176	45.5	1	•	0	•	50	72.0
Wilson	866	161.1	173.8	66.4	0	•	2	•	468	51.4	16	62.5	0	•	380	85.0

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at Level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Descriptions and Sample Questions

for the

North Carolina End-of-Grade Tests

Grades 4 and 8

North Carolina End-of-Grade Tests
Reading Comprehension—Grade 4

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade 4 assesses the reading strand of the grade 4 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 2 and 3 of the curriculum. Goal 1, the understanding and knowledge of one's reading, is not assessed at this grade level. It was felt that students in this grade level, while exhibiting reading strategies as they read, would not be able to explain the strategies they used. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Reading Comprehension—Grade 4

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool
2	The learner will use language for the acquisition, interpretation, and application of information.	60%
	2.1 The learner will identify, collect, or select information and ideas.	63%
	2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	56%
	2.3 The learner will apply, extend, and expand on information and concepts.	59%
3	The learner will use language for critical analysis and evaluation.	53%

How is the test administered?

The end-of-grade reading test for grade 4 consists of 65 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 28,000 students from randomly selected schools across the state. The grade 4 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in reading achievement across the grade levels. On the grade 4 reading test the scale scores range from 119 to 174 with a mean of 147.1 and a standard deviation of 9.6. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were established based on the first administration of the test statewide in 1993.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 4

Level	Description	Percent of Students (92)	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	12%	119–134
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	28%	135–144
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	40%	145–155
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	20%	156–174

To Reach The Promised Land

by Stephen Ray Lilley

Today, public schools in the United States are free and open to everyone. There was a time, however, when going to school was not a simple matter. In the following passage, read about the sacrifices one famous American educator had to make in order to go to school.

Nine-year-old Booker, his sister Amanda, and older brother John stood close to their mother. Excitement filled the air as the Yankee army moved through Virginia in the spring of 1865.

For months Booker had heard his mother praying at night as he drifted off to sleep by the fire: "Lord, let the Yankees win this war, and let them make me and my children free." Now they watched a blue-uniformed soldier standing on the "big house" porch unfold a piece of paper and begin reading.

"All persons held as slaves... henceforward shall be free," he proclaimed.

Life suddenly became very difficult for Booker's family. They had always been owned, like land or livestock. Now free, they had no home, no jobs, no money, only each other. Booker's stepfather worked at a salt furnace near Malden, West Virginia. Putting their belongings in a small cart, the family walked hundreds of miles through the Appalachian Mountains to join him.

In Malden, Booker and John went to work with their stepfather. Work began before daylight and ended after dark. As he shoveled salt into huge wooden barrels, Booker saw children walking to school. "I had the feeling that to get into a schoolhouse and study...would be about the same as getting into paradise," he later said.

But the family needed Booker's income. Booker's stepfather, a tough and practical man, told him attending school was impossible. Knowing how much her son wanted to learn to read, Booker's mother saved every spare penny and bought him a well-used copy of Webster's "Blue-Backed Speller." For weeks he pored over the book, memorizing the alphabet and letter sounds.

Booker convinced his parents he should take lessons at night from a black teacher. Then he told them he wished to attend day school. His stepfather finally accepted the idea, on condition that Booker work at the salt furnace before and after school. Overjoyed, Booker quickly agreed.

Each day Booker faced new obstacles. For a time he worked in a coal mine deep underground in terrifying conditions. Sometimes his candle blew out, and he wandered helplessly in total darkness. Still, he studied at night. Then one day he heard some miners speaking of a school called the Hampton Institute where poor students could work to pay their expenses. "I resolved at once to go to that school, although I had no idea where it was...or how I was going to reach it," he later wrote.

Booker T. Washington became Hampton's most famous graduate and devoted his life to teaching. He taught the first classes at the Tuskegee Institute in Alabama and then built it into one of the most important schools for blacks in the United States. Today, millions of people admire this man who struggled to reach "the promised land."

1. What would be the *best* description of Booker T. Washington's attitude toward attending school?

   A determined

   B hopeless

   C practical

   D anxious

2. Why did Booker's stepfather *not* allow him to attend school?

   A African Americans were not allowed to attend school.

   B There were no schools in the town.

   C The family needed Booker's income to live.

   D A coal miner did not need an education in order to get a job.

3. What might be the *best* reason for recommending this passage to a friend?

   A It quotes Booker T. Washington.

   B It describes working in a coal mine.

   C It sets a good example for other people to follow.

   D It describes the Southern plantations.

4. The information in this passage would be *least* useful in writing a report about what?

   A famous African Americans

   B famous American educators

   C famous American presidents

   D the life of African Americans after the Civil War

5. To Booker, what is "the promised land"?

   A a faraway country

   B a good education

   C a well-paying job

   D a guaranteed place

6. The teacher asked the class, "Why do you think education was so important to Booker that he devoted his life to it?"

   Ann said, "Booker thought that becoming a good educator would make him a famous person. He could then start the Tuskegee Institute."

   Bill said, "Booker thought blacks would never be completely free until they were educated. Education could get them jobs in which they would not have to work so hard with their hands like he did."

   Cathie said, "Booker had to work hard when he was a young boy. He thought school was difficult and others should have to work as hard as he did because it is good for them."

   Dan said, "Booker thought learning to read was important. Therefore, he wanted to teach others to read also."

   Which student gave the *best* answer?

   A Ann

   B Bill

   C Cathie

   D Dan

7. In the third paragraph, what does "henceforward" mean?

   A in front of

   B up until now

   C from now on

   D on the porch

North Carolina End-of-Grade Tests
Mathematics—Grade 4

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3 will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade mathematics test for grade 4 assesses the grade 4 mathematics curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The test consists of two parts—computation and applications. The computation part of the test (15% of the test) assesses symbolic computation skills that students should be able to do without the use of a calculator:

- add and subtract whole numbers
- multiply whole numbers (1-digit times 1- to 3-digits and two 2-digit numbers where one is a multiple of 0)
- divide whole numbers (single-digit divisors and no renaming)

The applications part of the test (85% of the test) assesses the students ability to solve problems and understand and explain concepts across the seven stands of the curriculum.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Mathematics—Grade 4

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool	Percentage of Items on Test
1	The learner will identify and use rational numbers.	63%	15%
2	The learner will demonstrate an understanding and use properties and relationships of geometry.	47%	9%
3	The learner will demonstrate an understanding of patterns and relationships.	53%	9%
4	The learner will understand and use standard units of metric and customary measure.	54%	15%
5	The learner will solve problems and reason mathematically.	48%	15%
6	The learner will demonstrate an understanding and use of graphing, probability, and statistics.	54%	9%
7	The learner will compute with rational numbers.	67%	29%

Students are allowed to use calculators and rulers on the applications part of the test. The difference between the two parts of the test is the emphasis on problem solving in the applications part (regardless of method to solve the problem) versus the computation part where the whole purpose is to assess a specific procedure (such as addition).

How is the test administered?

The end-of-grade mathematics test consists of 80 multiple-choice questions (12 computation questions and 68 applications questions) administered during a 97-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 12,000 students from randomly selected schools across the state. The grade 4 mathematics test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade mathematics test are reported on a developmental scale which allows the measurement of growth in mathematics achievement across the grade levels. On the grade 4 mathematics test the scale scores range from 111 to 178 with a mean of 146.1 and a standard deviation of 10.5. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

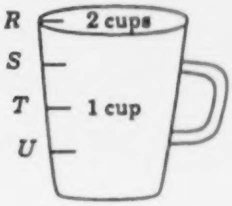
Percentiles were established based on the first administration of the test statewide in 1993.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Mathematics—Grade 4

Level	Description	Percent of Students (92)	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	10%	111–131
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	27%	132–142
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	43%	143–155
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	20%	156–178

1.5 **Which point on the cup marks 1 1/2 cups?**



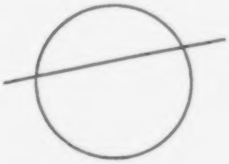
A *U*

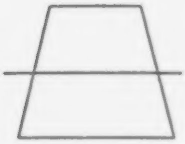
B *T*

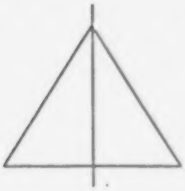
C *S*

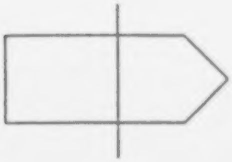
D *R*

2.1 Which figure shows a line of symmetry?

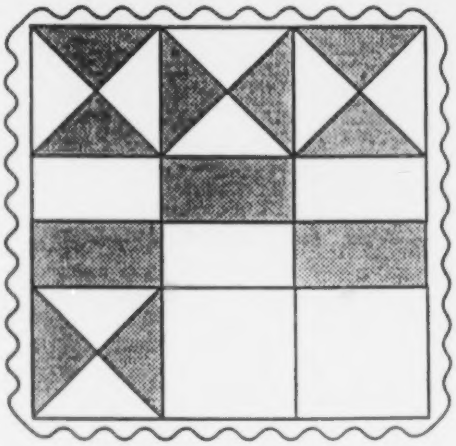
A 

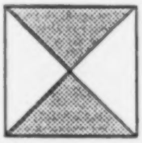
B 

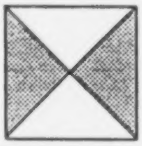
C 

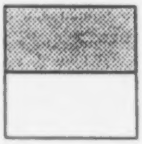
D 

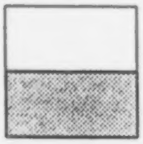
3.1 **Grandma made this quilt for Page to take to camp. How will the next square be colored?**



A 

B 

C 

D 

4.8 Which is more than $2.00?

A 7 quarters and 2 nickels

B 4 quarters and 9 dimes

C 6 quarters and 6 dimes

D 4 quarters and 5 dimes

5.6 Sally went to the grocery store. She bought 3 oranges, 4 pineapples, 6 apples, and 5 peaches. The prices of the fruit are given in the square below. How much did Sally spend in all?

Apples	10¢
Oranges	15¢
Peaches	25¢
Pineapples	45¢

A $1.60

B $3.95

C $4.10

D $4.20

7.1 The school library has 8,296 books. The public library has 20,005 books. How many more books does the public library have?

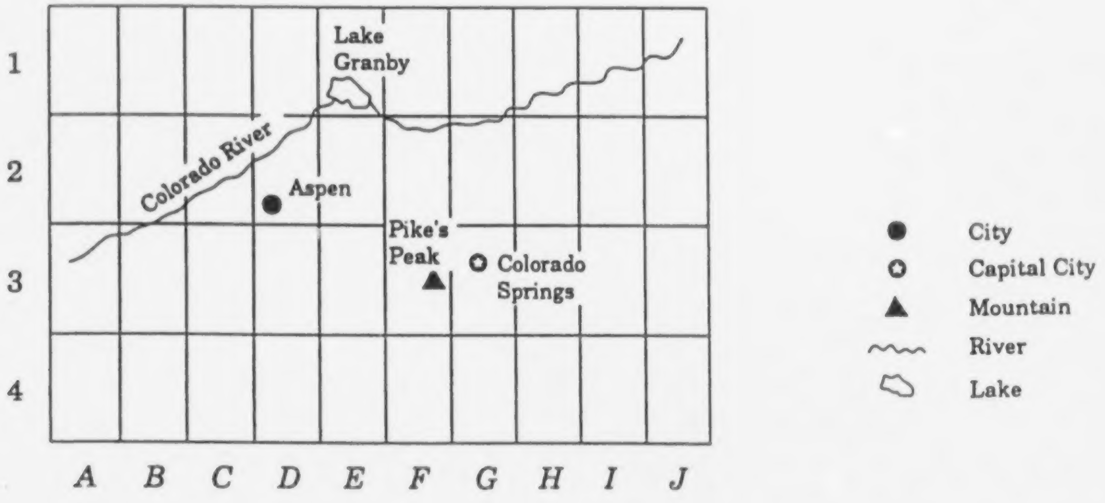
A 11,701

B 11,709

C 12,801

D 28,291

6.6 In what section of the grid can you find the city of Aspen?


1
2
3
4
A
B
C
D
E
F
G
H
I
J
Lake Granby
Colorado River
Aspen
Pike's Peak
Colorado Springs
● City
○ Capital City
▲ Mountain
River
Lake

A E-1

B G-3

C C-3

D D-2

North Carolina End-of-Grade Tests
Reading Comprehension—Grade 8

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For student accountability, the grade 8 end-of-grade tests are used as a way for students to demonstrate that they have the knowledge and skills necessary to meet the competency requirement for high school graduation. For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade 8 assesses the reading strand of the grade 8 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 1, 2, and 3 of the curriculum. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Reading Comprehension—Grade 8

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool
1	The learner will use strategies and processes that enhance control of communication skills development.	52%
2	The learner will use language for the acquisition, interpretation, and application of information.	60%
	2.1 The learner will identify, collect, or select information and ideas.	64%
	2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	58%
	2.3 The learner will apply, extend, and expand on information and concepts.	59%
3	The learner will use language for critical analysis and evaluation.	58%

How is the test administered?

The end-of-grade reading test for grade 8 consists of 68 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 23,000 students from randomly selected schools across the state. The grade 8 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in reading achievement across the grade levels. On the grade 8 reading test the scale scores range from 132 to 187 with a mean of 158.7 and a standard deviation of 8.9. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were established based on the first administration of the test statewide in 1993.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 8

Level	Description	Percent of Students (92)	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	9%	132–144
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	26%	145–155
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	41%	156–165
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	24%	166–187

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Ooka and the Stolen Smell

You have probably read a story about stolen money or jewelry, but have you ever read of a stolen smell? Read the following passage to learn how a student stole a smell and how he was punished for this crime.

Now it so happened in the days of old Yedo, as Tokyo was once called, that the storytellers told marvelous tales of the wit and wisdom of His Honorable Honor, Ooka Tadasuke.

This famous judge never refused to hear a complaint, even if it seemed strange or unreasonable. People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen. And the strangest case of all was the famous Case of the Stolen Smell.

It all began when a poor student rented a room over a *tempura* shop—a shop where fried food could be bought. The student was a most likeable young man, but the shopkeeper was a miser who suspected everyone of trying to get the better of him. One day he heard the student talking with one of his friends.

"It is sad to be so poor that one can only afford to eat plain rice," the friend complained.

"Oh," said the student, "I have found a very satisfactory answer to the problem. I eat my rice each day while the shopkeeper downstairs fries his fish. The smell comes up, and my humble rice seems to have much more flavor. It is really the smell, you know, that makes things taste so good."

The shopkeeper was furious. To think that someone was enjoying the smell of his fish for nothing! "Thief!" he shouted. "I demand that you pay me for the smells you have stolen."

"A smell is a smell," the young man replied. "Anyone can smell what he wants to. I will pay you nothing!"

Scarlet with rage, the shopkeeper rushed to Ooka's court and charged the student with theft. Of course, everyone laughed at him, for how could anyone steal a smell? Ooka would surely send the man about his business. But to everyone's astonishment, the judge agreed to hear the case.

"Every man is entitled to his hour in court," he explained. "If this man feels strongly enough about his smells to make a complaint, it is only right that I, as city magistrate, should hear the case." He frowned at the amused spectators.

Gravely, Ooka sat on the dais and heard the evidence. Then he delivered his verdict.

"The student is obviously guilty," he said severely. "Taking another person's property is theft, and I cannot see that a smell is different from any other property."

The shopkeeper was delighted, but the student was horrified. He was very poor, and he owed the shopkeeper for three months' smelling. He would surely be thrown into prison.

"How much money have you?" Ooka asked him.

"Only five *mon*, Honorable Honor," the boy replied. "I need that to pay my rent, or I will be thrown out into the street."

"Let me see the money," said the judge.

"The judge listened to the pleasant clink of the money and said to the shopkeeper, "You have now been paid. If you have any other complaints in the future, please bring them to the court. It is our wish that all injustices be punished and all virtue rewarded."

"But, most Honorable Honor," the shopkeeper protested, "I did not get the money! The thief dropped it from one hand to the other. See! I have nothing." He held up his empty hands to show the judge.

Ooka stared at him gravely. "It is the court's judgment that the punishment should fit the crime. I have decided that the price of the *smell* of food shall be the *sound* of money. Justice has prevailed as usual in my court."

"Ooka and the Stolen Smell" by E.G. Edmonds. Copyright 1961.

1. Why were people astonished and amused when Ooka decided to hear the shopkeeper's complaint?

   A They knew the student was too poor to pay.

   B They thought that the idea of stolen smells was silly.

   C They didn't like the shopkeeper.

   D They knew that Ooka always avoided small cases.

2. The shopkeeper demonstrates that he is a miser by doing what?

   A cooking only fish every day

   B refusing to pay the magistrate

   C trying to charge the student for smelling his fish

   D getting angry at the magistrate's verdict

3. If the story had ended when Ooka declared the student guilty, the moral of the story would have been which of the following?

   A Taking anything that belongs to someone else is stealing.

   B There are big and little crimes.

   C The punishment should fit the crime.

   D Treat others the way you want to be treated.

4. What is the mood of this story at the end?

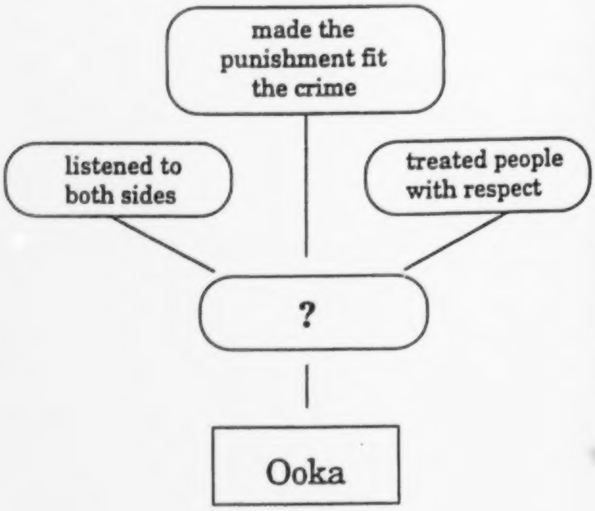
   A serious

   B sad

   C peaceful

   D lighthearted

5. Which word ***best*** completes this character map?


made the punishment fit the crime
listened to both sides
treated people with respect
?
Ooka

   A honest

   B fair

   C friendly

   D helpful

North Carolina End-of-Grade Tests
Mathematics—Grade 8

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For student accountability, the grade 8 end-of-grade tests are used as a way for students to demonstrate that they have the knowledge and skills necessary to meet the competency requirement for high school graduation. For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade mathematics test for grade 8 assesses the grade 8 mathematics curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The test consists of two parts—computation and applications. The computation part of the test (10% of the test) assesses skills that students should be able to do without the use of a calculator:

- computation within a context with decimals and percents
- computation estimation with fractions and decimals
- estimation within a context
- order of operations

Table 1. Descriptive Information for the North Carolina End-of-Grade Test of Mathematics—Grade 8

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will demonstrate an understanding and use of real numbers.	43%	14%
2	The learner will demonstrate an understanding and use of properties and relationships of geometry.	33%	10%
3	The learner will demonstrate an understanding of pre-algebra.	38%	17.5%
4	The learner will demonstrate an understanding and use of measurement.	34%	10%
5	The learner will solve problems and reason mathematically.	40%	15%
6	The learner will demonstrate an understanding and use of probability and statistics.	39%	12.5%
7	The learner will compute with real numbers.	44%	21%
	Computation	45%	10%
	Applications	39%	90%

* The average percent of students that responded correctly across all items assessing the goal/objective.

The applications part of the test (90% of the test) assesses the students ability to solve problems and understand and explain concepts across the seven stands of the curriculum. Students are allowed to use scientific calculators, rulers, and protractors on the applications part of the test. The difference between the two parts of the test is the emphasis on problem solving in the applications part (regardless of method to solve the problem) versus the computation part where the whole purpose is to assess a specific procedure (such as estimation).

How is the test administered?

The end-of-grade mathematics test consists of 80 multiple-choice questions (8 computation questions and 72 applications questions) administered during a 97-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The questions were written and reviewed by North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 14,000 students from randomly selected schools across the state. The grade 8 mathematics test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade mathematics test are reported on a developmental scale which allows the measurement of growth in mathematics achievement across the grade levels. On the grade 8 mathematics test the scale scores range from 137 to 208 with a mean of 168.3 (in 1993) and a standard deviation of 10.6. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were established based on the first administration of the test statewide in 1993. Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test of Mathematics—Grade 8

Level	Description	Percent of Students (92)	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	11%	137–154
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	29%	155–164
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	40%	165–177
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	20%	178–208

Mathematics Computation

1. Solve: $(2 + 1)^3 + (6 - 4)^2$

A 13

B 31

C 39

D 55

2. Bert bought a T-shirt that was reduced 25%. If the original price of the T-shirt was $15, how much should Bert pay for the T-shirt including 6% sales tax?

A $3.98

B $11.85

C $11.93

D $13.10

3. Carrie bought a computer for $789.99, a disc drive for $219.95 and a printer for $312.95. What is the ***best*** estimate of the amount she paid altogether?

A $1,200

B $1,300

C $1,450

D $1,600

Mathematics Applications

4. Sue's bedroom is 14 ft × 12 ft. The ceiling is 8 ft high. If a can of paint will cover 200 square feet, how many cans will be needed to paint the walls and the ceiling?

A 2

B 3

C 6

D 7

5. A photograph measures 1.3 cm wide and 2 cm long. An enlargement similar to the original photograph has a length of 5.4 cm. What is the width of the enlargement?

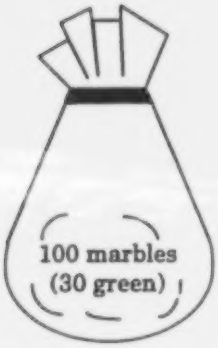
A 8.31 cm

B 3.51 cm

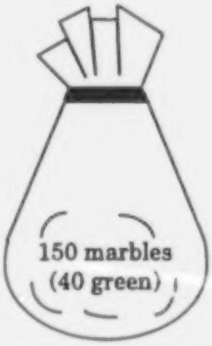
C 2.08 cm

D 0.48 cm

6. **What is the probability of reaching into a bag without looking and pulling out a green marble?**



BAG 1



BAG 2

A greater for Bag 1 than Bag 2

B greater for Bag 2 than Bag 1

C the same for both bags

D cannot be determined from the information given

7. Pentagonal numbers follow this pattern:

Term	Number
1	5
2	12
3	22
4	35

What is the seventh pentagonal number?

A 57

B 62

C 74

D 92

244

8. One dose of Tasty Cough Syrup is 2.5 cm³. What is the largest number of doses which can be given from a 65.2 cm³ bottle of Tasty Cough Syrup?

A 24 doses

B 25 doses

C 26 doses

D 27 doses

9. One way to earn money during the summer is to grow and sell vegetables. One person can easily take care of a vegetable bed that measures six feet by eight feet. If the bed needs to be six inches deep, how much topsoil will be needed to fill the bed?

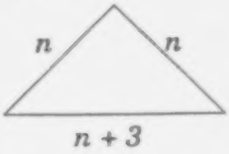
A 24.0 cubic feet

B 28.8 cubic feet

C 48.0 cubic feet

D 288 cubic feet

10. If the perimeter is 39, what are the lengths of the sides of the following isosceles triangle?

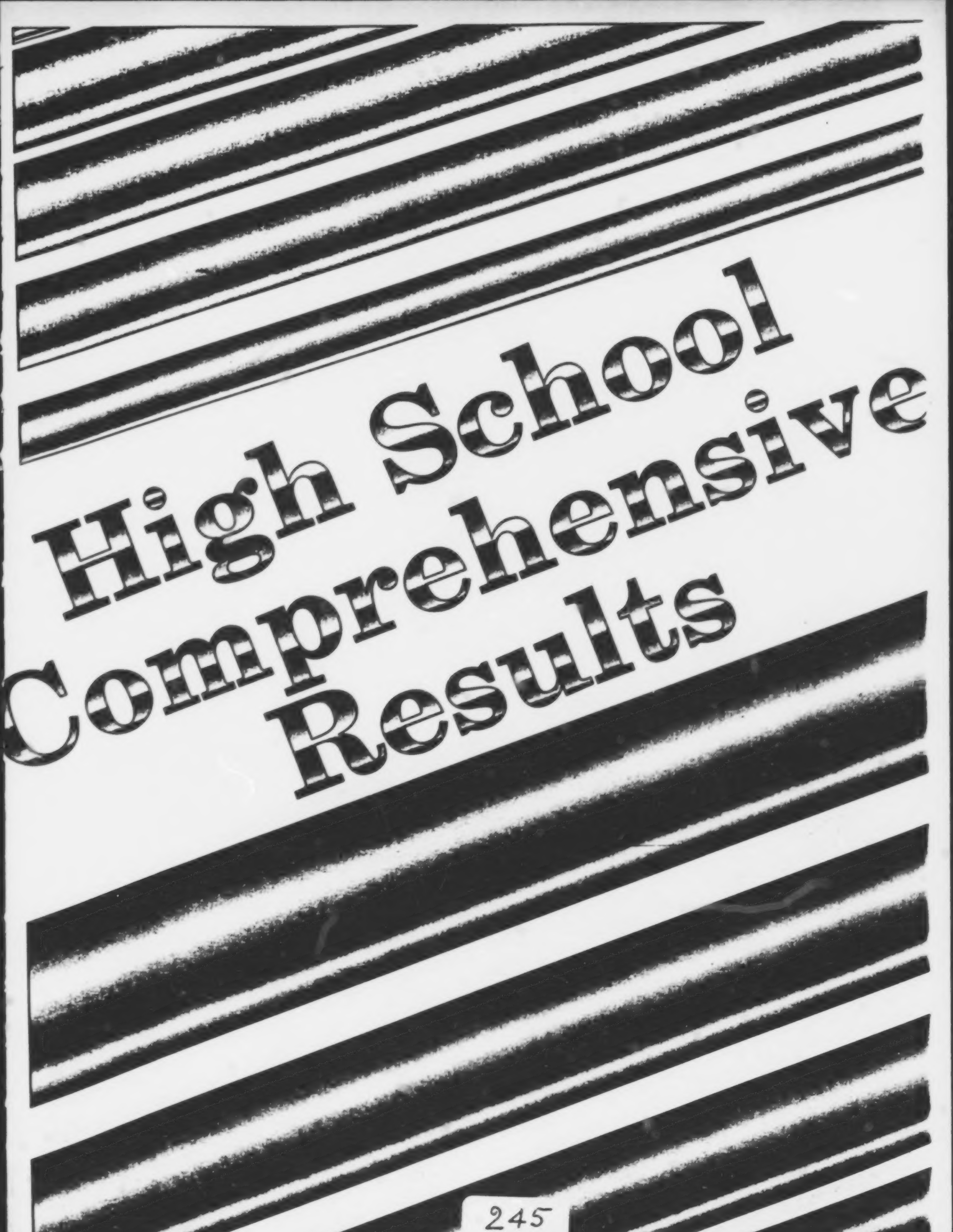


A 12, 12, 15

B 13, 13, 13

C 11, 14, 14

D 9, 15, 15



High School Comprehensive Results

Table 1. Statewide Summary
1997-98 Multiple-Choice Test Results
North Carolina High School Comprehensive Test
Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
1997-98	73,976	55.6%	73,635	54.9%
	163.3	11.9	174.3	14.9
Standard Deviation	10.2		13.5	

High School Comprehensive Test Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
141-159	160-171	172-188	189-226

High School Comprehensive Test Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
132-150	151-162	163-174	175-201

Note: Data received from LEAs after October 13, 1998 are not included in this table.

Table 2. 1997-98 Multiple-Choice Test Results
Percent of Students by Achievement Levels by Gender and Ethnicity
North Carolina High School Comprehensive Test

Reading

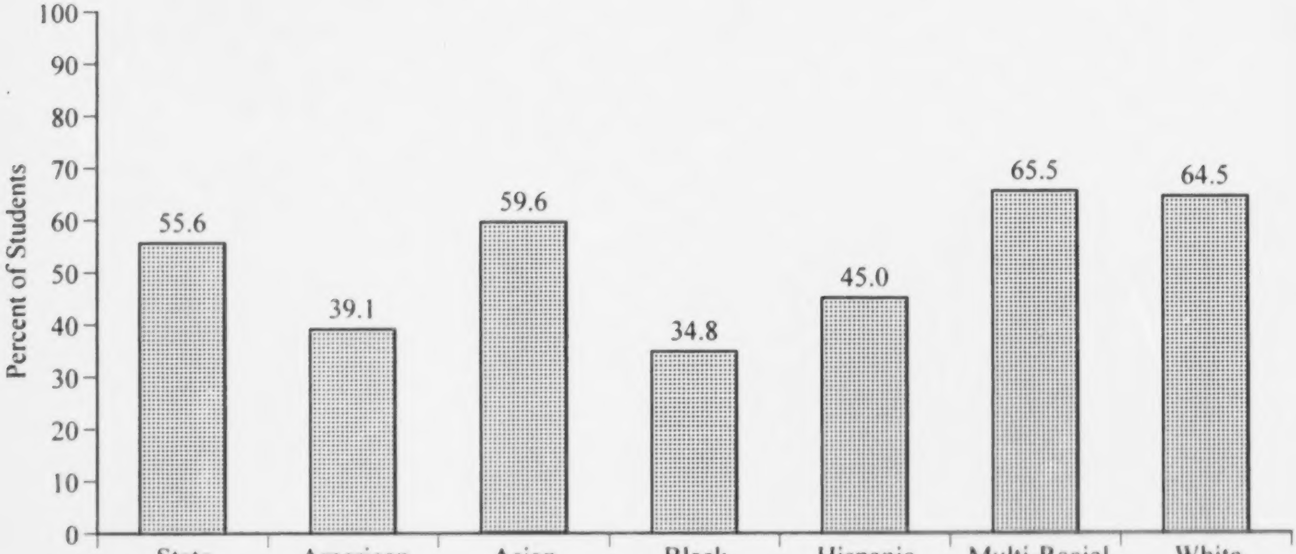
Achievement Levels	All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	11.9	7.0	17.0	19.1	9.9	19.1	15.1	8.1	8.8
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	32.5	31.1	34.0	41.8	30.5	46.1	39.9	26.4	26.7
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	41.0	45.5	36.4	34.2	40.2	31.0	36.6	43.8	45.4
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	14.6	16.4	12.6	4.9	19.4	3.7	8.4	21.7	19.1

Mathematics

	All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	14.9	12.8	17.1	24.2	7.8	26.2	18.3	15.7	10.2
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	30.2	30.1	30.3	41.2	18.8	42.0	37.8	25.7	25.3
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	38.8	41.6	35.9	29.9	38.5	28.6	35.9	36.4	43.3
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	16.0	15.5	16.6	4.8	34.9	3.2	8.0	22.1	21.2

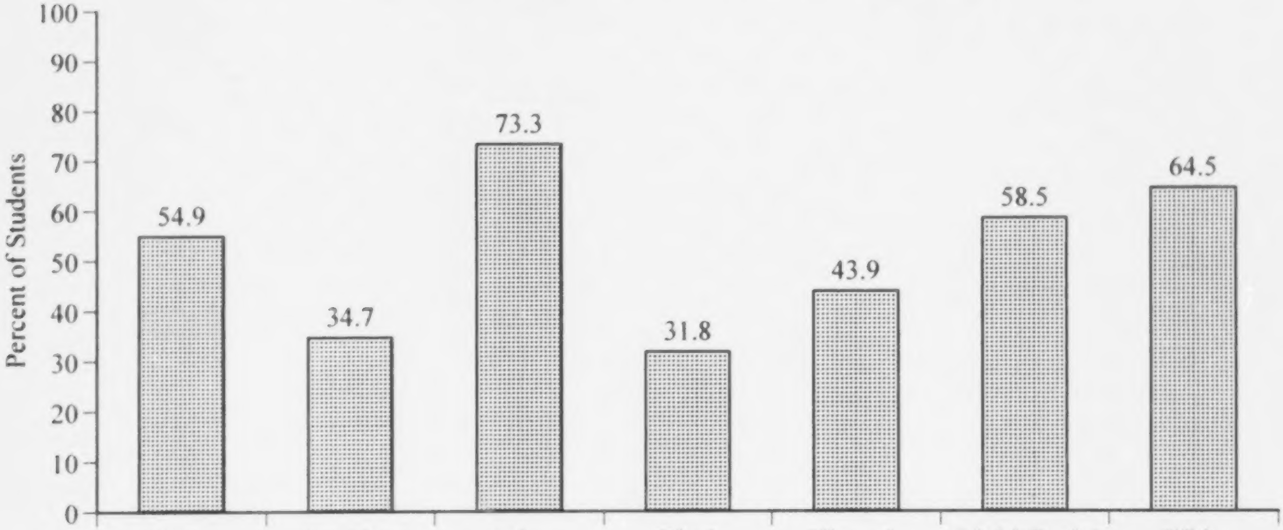
Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.

Figure 1. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Reading
North Carolina High School Comprehensive Test, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
N Tested	73,976	995	1,339	20,361	1,250	443	49,274
N Level III, IV	41,122	389	798	7,082	562	290	31,783

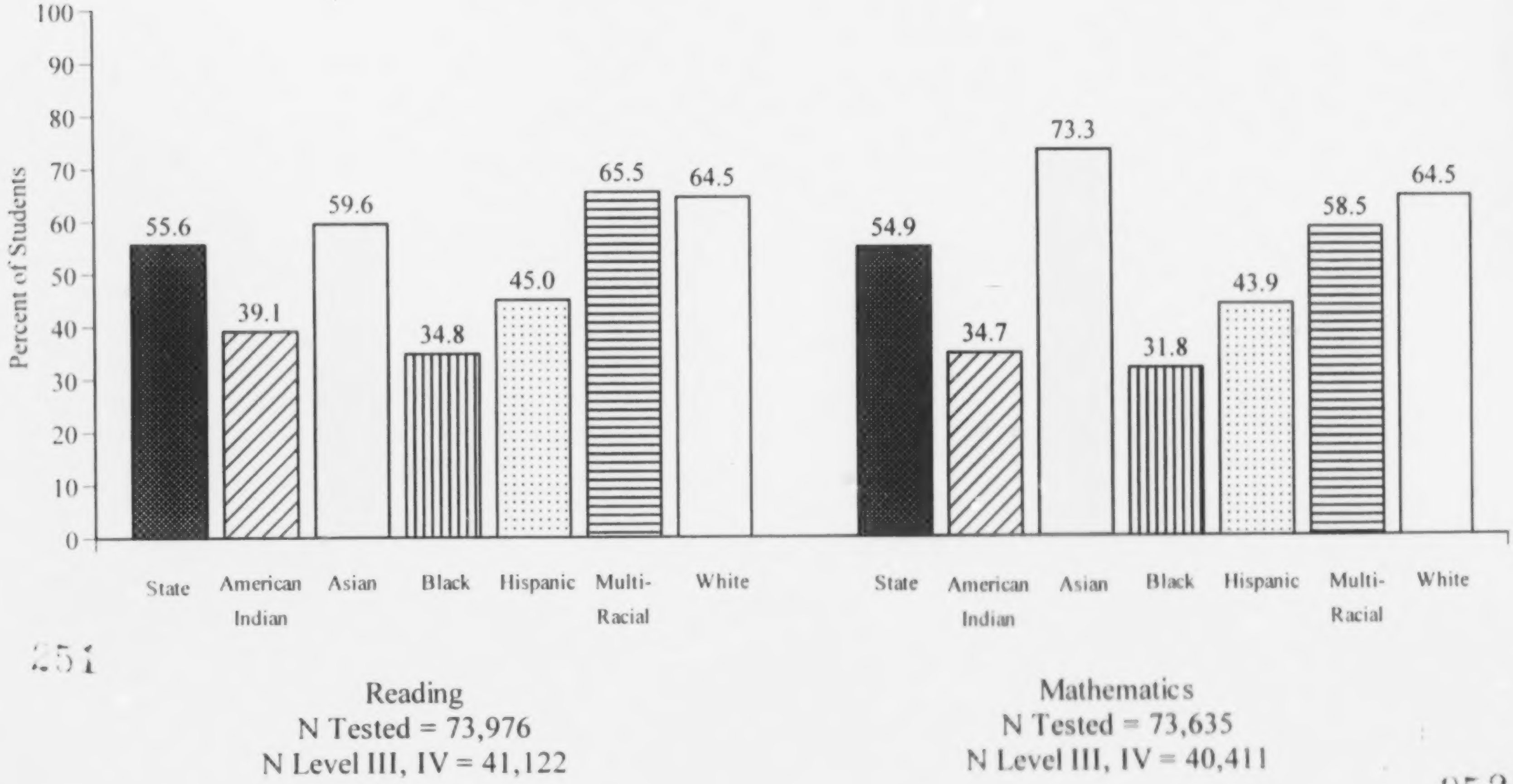
Figure 2. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Mathematics
North Carolina High School Comprehensive Test, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
N Tested	73,635	984	1,328	20,253	1,248	439	49,074
N Level III, IV	40,411	341	974	6,446	548	257	31,637

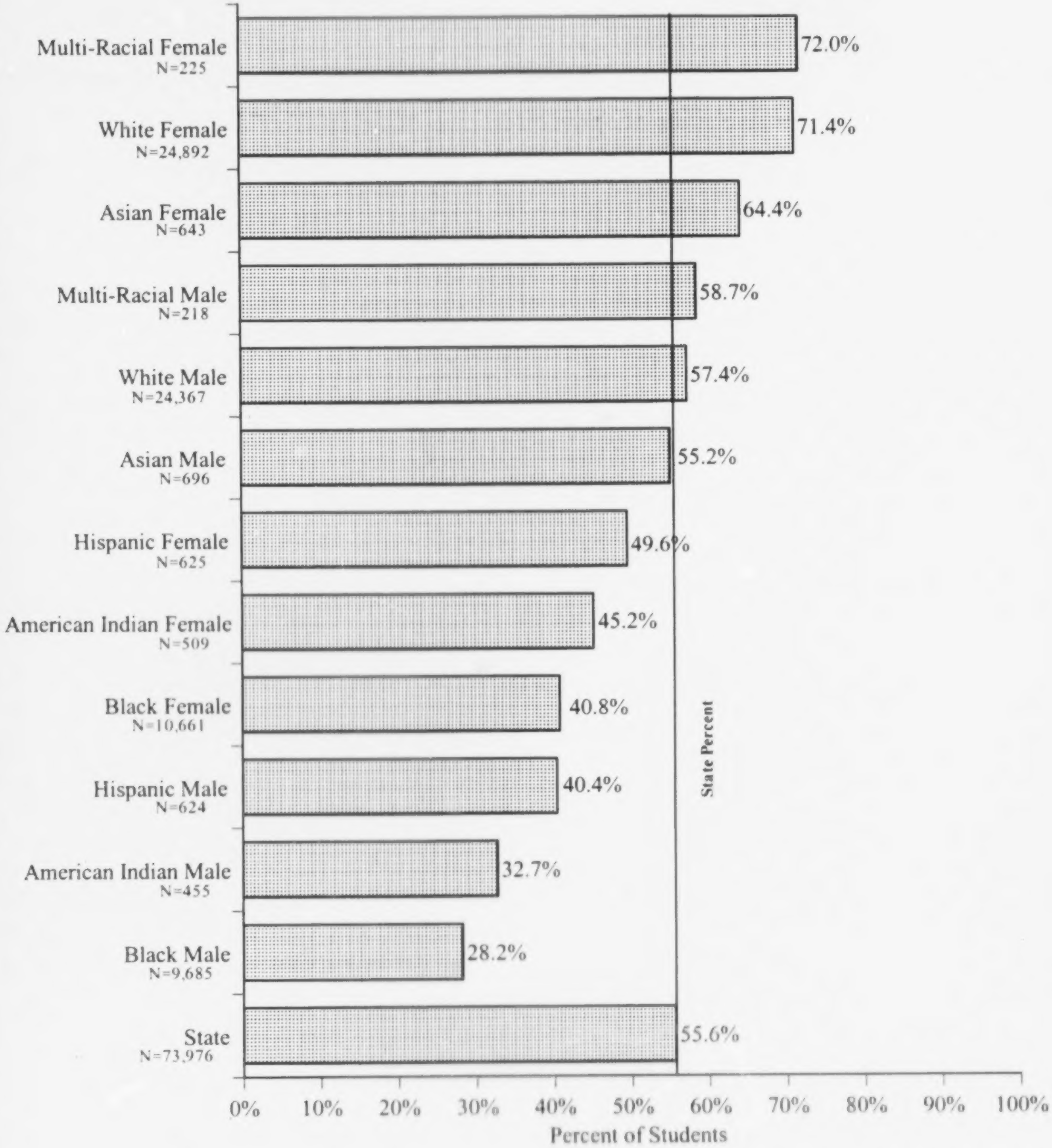
Notes "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only
Data received from LEAs after October 13, 1998 are not included in this figure

Figure 3. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
North Carolina High School Comprehensive Test, by Ethnicity



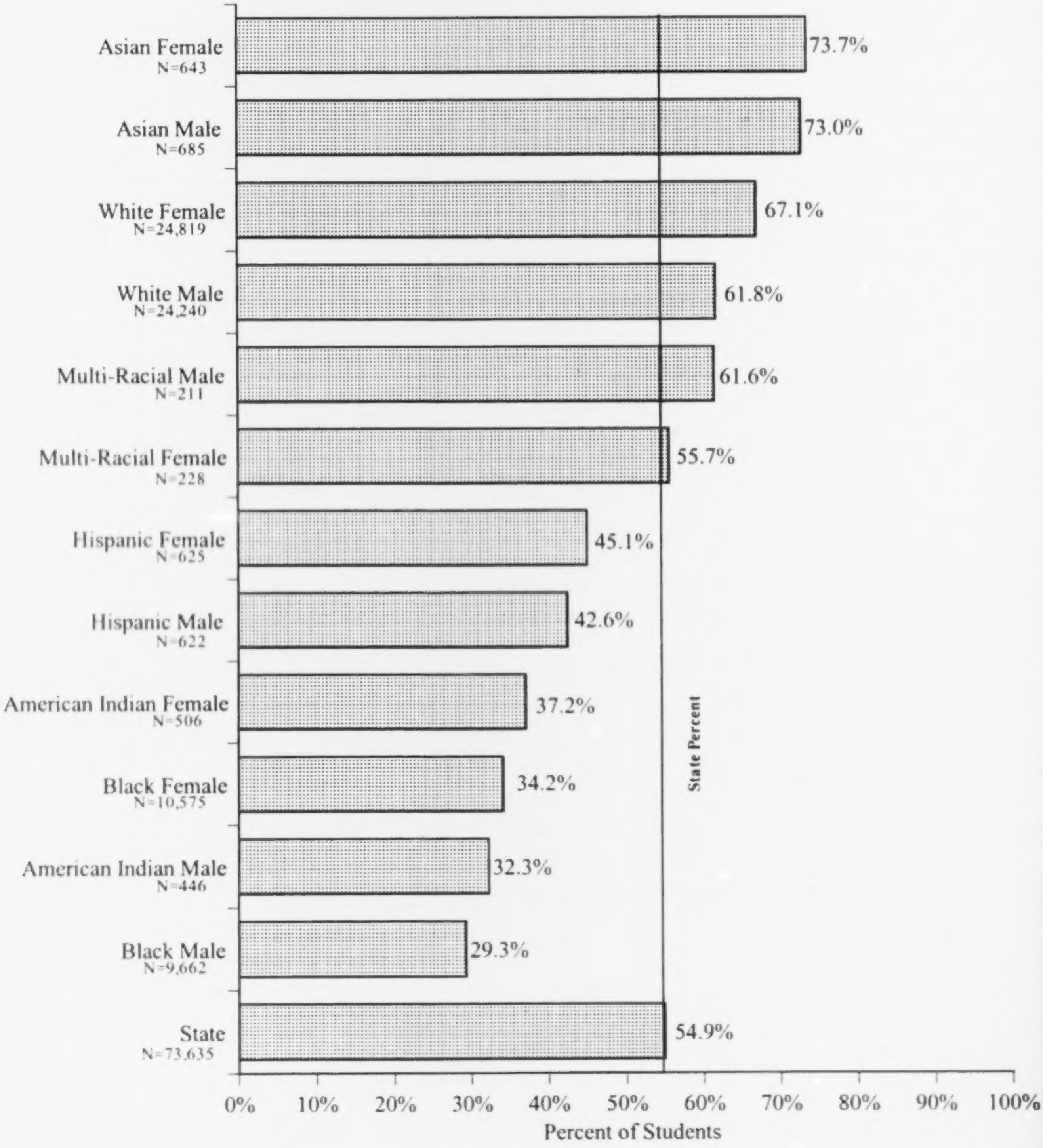
Note: Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 4. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Reading
North Carolina High School Comprehensive Test, by Gender and Ethnicity



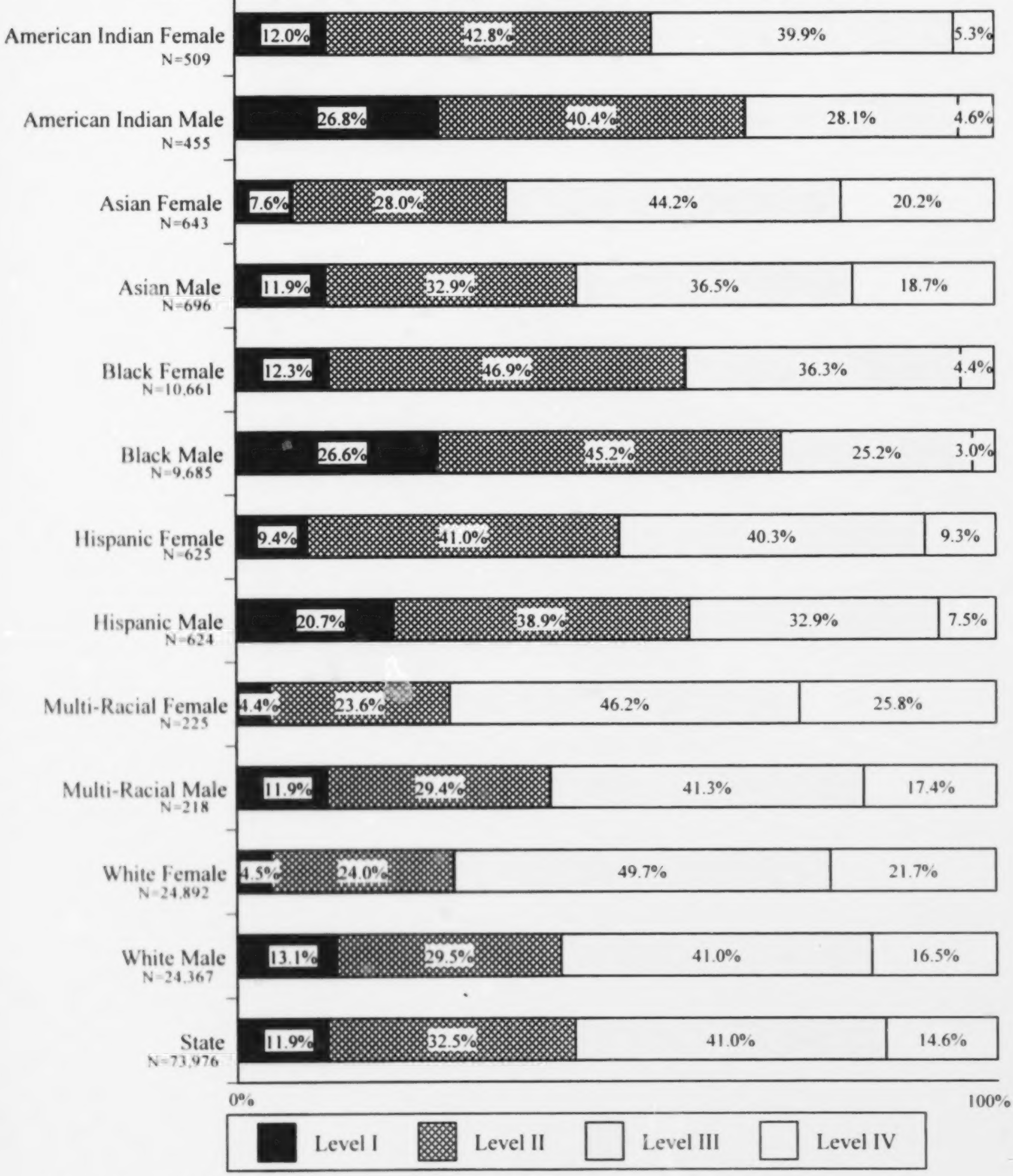
→ Note: Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 5. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Mathematics
North Carolina High School Comprehensive Test, by Gender and Ethnicity



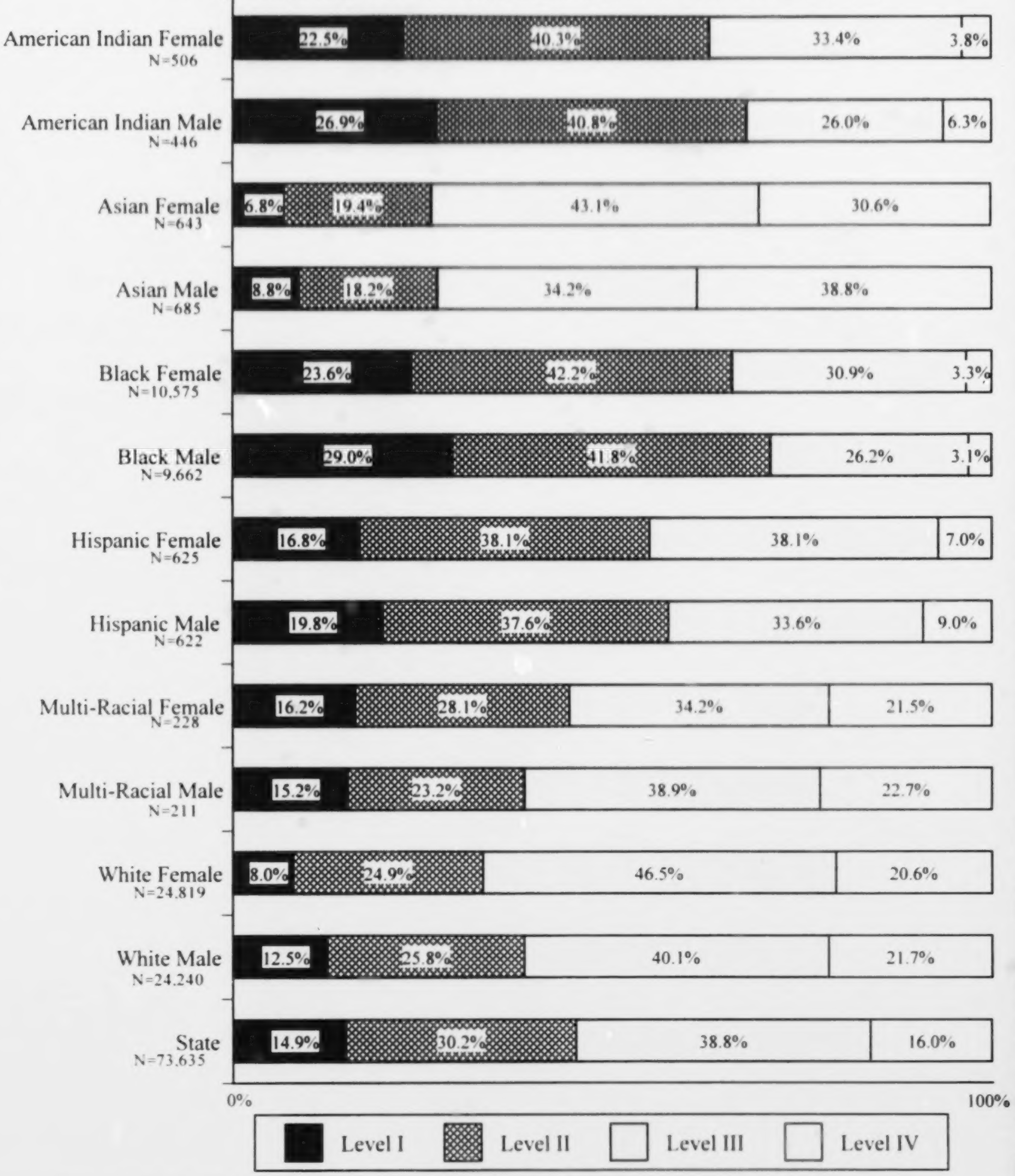
Note: Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 6. 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
North Carolina High School Comprehensive Test, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 7. 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
North Carolina High School Comprehensive Test, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding
Data received from LEAs after October 13, 1998 are not included in this figure

Table 3. 1997-98 Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency
North Carolina High School Comprehensive Test

Category	Number Tested	Percent[1]	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	73,976	100.0	55.6	54.9	163.3	174.3
Not Exceptional	62,025	84.0	53.6	52.5	162.7	173.1
Academically Gifted	7,443	10.1	94.8	95.3	174.4	191.1
Students with Disabilities	4,329	5.9				
Behaviorally-Emotionally Handicapped	339	0.5	17.7	10.6	152.7	161.4
Hearing Impaired	87	0.1	26.4	27.8	157.4	167.3
Educable Mentally Handicapped	683	0.9	1.3	1.9	147.9	157.2
Specific Learning Disabled	2,624	3.6	17.1	21.6	153.5	164.3
Speech-Language Impaired	37	0.1	29.7	33.3	156.2	168.7
Visually Impaired	38	0.1	36.8	47.1	158.0	170.4
Other Health Impaired	354	0.5	25.4	22.4	155.9	164.7
Orthopedically Impaired	46	0.1	39.1	25.5	159.8	164.3
Traumatic Brain Injured	26	0.0		*	*	*
Other Exceptional Classifications	95	0.1	37.9	38.9	158.6	170.7
Section 504	253	0.3	35.6	30.9	158.6	167.4
Limited English Proficient	429	0.6	17.9	34.6	154.5	168.5

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories.
Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 4. 1997-98 Multiple-Choice Test Results
Performance of Students Taking Modified Tests
North Carolina High School Comprehensive Test

Category	Number Tested	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	73,976	100.0	55.6	54.9	163.3	174.3
Braille Edition	9	0.2	*	*	*	*
Large Print	19	0.4	*	*	*	*
Assistive Technology	1	0.0	*	*	*	*
Braille Writer	1	0.0	*	*	*	*
Cranmer Abacus	0	0.0	*	*	*	*
Dictation to Scribe	23	0.5	*	*	*	*
Interpreter Signs Test	10	0.2	*	*	*	*
Magnification Devices	5	0.1	*	*	*	*
Student Marks in Test Book	528	10.7	11.4	15.1	152.0	162.1
Test Administrator Reads Test Aloud	554	11.3	*	9.2	149.4	160.4
Use of Typewriter or Word Processor	11	0.2	*	*	*	*
Hospital/Home Testing	13	0.3	*	*	*	*
Multiple Test Sessions	95	1.9	16.8	12.0	153.6	162.9
Scheduled Extended Time	1,705	34.7	15.1	18.6	152.6	163.2
Testing in a Separate Room	1,815	36.9	10.5	13.3	151.2	161.6
English/Native Language Dictionary/Electronic Translator	113	2.3	11.5	30.1	152.4	166.3
Other	16	0.3	*	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.
Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.
[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.
Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.
All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.
"Number tested" is the number of students who took the end-of-grade test in reading.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 5. 1997-98 Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency
North Carolina High School Comprehensive Test

Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Behaviorally-Emotionally Handicapped	33	1	1	0	31	0	0	0
Hearing Impaired	3	1	0	0	1	0	0	1
Educable Mentally Handicapped	473	1	0	0	470	1	0	1
Specific Learning Disabled	57	1	0	0	53	0	1	2
Speech-Language Impaired	2	0	0	0	1	0	0	1
Visually Impaired	3	0	0	0	1	0	0	2
Other Health Impaired	24	0	0	0	21	1	0	2
Orthopedically Impaired	6	0	0	0	6	0	0	0
Traumatic Health Impaired	1	0	0	0	1	0	0	0
Other Exceptional Classifications	234	0	0	0	218	6	0	10
Section 504	10	1	2	0	1	6	0	0
Limited English Proficient	106	81	23	0	0	0	0	2
Total	952	86	26	0	804	14	1	21

Data received from LEAs after October 13, 1998 are not included in this table.

Table 6. 1997-98 Multiple-Choice Test Results
Characteristics and Performance
North Carolina High School Comprehensive Test

	N	Percent	Percent at or above Level III **Reading**	Percent at or above Level III **Mathematics**	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	73,976	100.0	55.6	54.9	163.3	174.3
Gender						
Male	36,178	49.0	49.0	52.6	161.7	173.9
Female	37,716	51.0	62.0	57.1	164.9	174.8
Ethnic Group						
American Indian	995	1.3	39.1	34.7	159.2	168.1
Asian	1,339	1.8	59.6	73.3	164.7	182.1
Black	20,361	27.6	34.8	31.8	158.6	167.2
Hispanic	1,250	1.7	45.0	43.9	160.9	170.7
Multi-Racial	443	0.6	65.5	58.5	165.9	176.2
White	49,274	66.7	64.5	64.5	165.3	177.3
Other	228	0.3	69.7	67.7	167.1	179.4
Courses Taken						
Pre-Algebra	43,041	22.9	63.1	61.9	165.1	176.7
Algebra IA	26,701	14.2	43.9	40.7	160.6	170.0
Algebra I or IB	52,850	28.2	62.9	62.4	165.0	176.6
Technical Math	3,395	1.8	50.4	50.9	161.9	173.4
Geometry	39,857	21.2	75.7	78.0	167.9	181.0
Algebra II	19,789	10.5	87.6	92.5	171.3	188.0
Advanced Math	2,036	1.1	87.5	91.5	173.4	194.5
Parental Education						
Did not finish high school	4,969	7.0	28.2	29.9	157.2	166.8
High school graduate	22,598	31.7	45.8	44.6	160.9	170.7
Trade or business school	3,326	4.7	50.6	49.7	161.6	172.2
Community college	14,899	20.9	56.5	54.6	163.3	173.6
Four year college	17,223	24.1	67.9	67.7	166.2	178.5
Graduate school	8,332	11.7	78.3	78.5	169.7	183.9
Hours of Homework (per week)						
None assigned	1,313	1.8	23.0	21.9	154.6	164.2
1 hour or less	16,903	23.2	39.3	39.6	159.6	169.6
1 to 3 hours	29,973	41.1	53.4	51.7	162.8	173.0
More than 3, less than 5 hour	11,630	15.9	71.1	70.1	166.9	178.9
Between 5-10 hours	8,281	11.3	81.7	81.3	169.7	183.4
More than 10 hours	2,284	3.1	82.2	83.5	170.7	186.6
Assigned but not done	2,610	3.6	34.6	36.6	157.7	168.9
Days Absent (so far this year)						
0-7 days	50,719	69.2	61.2	61.1	164.7	176.4
8-14 days	14,872	20.3	47.2	45.4	161.3	171.1
15-21 days	4,834	6.6	39.8	36.9	159.3	168.7
More than 21 days	2,869	3.9	30.6	25.9	157.3	165.5

Notes: "N" is the number of students who took the end-of-grade test in reading.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 7. 1997-98 North Carolina High School Comprehensive Test
Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	163.3	73,976	72	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			18	61.3
GOAL 2: Use language for the acquisition, interpretation, and application of information.			166	52.7
OBJ 2.1: Identify, collect or select information and ideas.			54	56.7
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			73	50.7
OBJ 2.3: Apply, extend, and expand on information and concepts.			39	50.9
GOAL 3: Use language for critical analysis and evaluation.			32	57.2
OBJ 3.1: Assess the validity and accuracy of information and ideas			4	
OBJ 3.2: Determine the value of information and ideas			13	64.2
OBJ 3.3: Develop criteria and evaluate the quality, relevance, and importance of the information and ideas			15	51.4
MATHEMATICS	174.3	73,635	70	
GOAL 1: Numerical Relationships			21	56.4
OBJ 1.1: Perform operations with real numbers			3	
OBJ 1.2: Solve problems involving number theory			9	58.0
OBJ 1.3: Solve problems using rations, proportions, and percents			9	48.1
GOAL 2: Growth and Measurement			63	42.5
OBJ 2.1: Geometric problems using two and three-dimensional shapes			18	49.5
OBJ 2.2: Solve problems using properties of angles, lines, and planes			9	53.2
OBJ 2.3: Solve problems using perimeter, area, and volume formulas			15	31.0
OBJ 2.4: Solve problems using right triangle relationships			12	36.9
OBJ 2.5: Transform polygons in the coordinate plane			9	44.6
GOAL 3: Algebraic Concepts			72	46.0
OBJ 3.1: Use the language of algebra and formulas to solve problems			13	52.2
OBJ 3.2: Demonstrate an understanding of relations and functions			12	51.5
OBJ 3.3: Graph and use linear equations and inequalities			14	45.0
OBJ 3.4: Solve problems that involve nonlinear equations			14	41.0
OBJ 3.5: Use an appropriate method to solve problems involving systems of equations and inequalities			14	37.0
OBJ 3.6: Perform operations with polynomials			5	58.0
GOAL 4: Data Analysis			54	41.1
OBJ 4.1: Solve real world problems using statistics			23	52.1
OBJ 4.2: Solve real world problems using probability			21	35.3
OBJ 4.3: Fit a line or curve to a set of data			10	28.1

	A	B	C
NUMBER OF STUDENTS TAKING FORM	24,760	24,621	24,595

*"Number of observations" includes students who attenpted at least one item on the test

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective

Table 8. 1997-98 Distribution of Scale Scores
North Carolina High School Comprehensive Test- Reading

NUMBER OF STUDENTS WITH VALID SCORES*	73,976	HIGH SCORE	199
		LOW SCORE	132
MEAN	163.3		
STANDARD DEVIATION	10.2		

STATE PERCENTILES	SCALE SCORE
90	176.35
75	170.75
50 (MEDIAN)	163.76
25	156.37
10	149.41

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	STATE PERCENTILES
199	3	73976	0.00	99
197	2	73973	0.00	99
194	14	73971	0.02	99
192	27	73957	0.04	99
191	13	73930	0.02	99
190	32	73917	0.04	99
189	65	73885	0.09	99
188	49	73820	0.07	99
187	97	73771	0.13	99
186	181	73674	0.24	99
185	296	73493	0.40	99
184	437	73197	0.59	99
183	153	72760	0.21	98
182	361	72607	0.49	98
181	678	72246	0.92	97
180	772	71568	1.04	96
179	1195	70796	1.62	95
178	1069	69601	1.45	93
177	1699	68532	2.30	91
176	1743	66833	2.36	89
175	1883	65090	2.55	87
174	1563	63207	2.11	84
173	2230	61644	3.01	82
172	2239	59414	3.03	79
171	2245	57175	3.03	76
170	2450	54930	3.31	73
169	2514	52480	3.40	69
168	2535	49966	3.43	66
167	2670	47431	3.61	62
166	3333	44761	4.51	58
165	1955	41428	2.64	55
164	3377	39473	4.56	51
163	3242	36096	4.38	47
162	2066	32854	2.79	43
161	1927	30788	2.60	40
160	4011	28861	5.42	36
159	2018	24850	2.73	32
158	1867	22832	2.52	30
157	2252	20965	3.04	27
156	1714	18713	2.32	24
155	2233	16999	3.02	22
154	1616	14766	2.18	19
153	1540	13150	2.08	17
152	1411	11610	1.91	15
151	1399	10199	1.89	13
150	1297	8800	1.75	11
149	1213	7503	1.64	9
148	744	6290	1.01	8
147	1118	5546	1.51	7
146	358	4428	0.48	6
145	944	4070	1.28	5
144	810	3126	1.09	4
143	630	2316	0.85	3
142	543	1686	0.73	2
141	462	1143	0.62	1
LESS THAN 141	681	681	0.92	1

*Students with valid scores are those students who attempted at least one item on the test

Table 9. 1997-98 Distribution of Scale Scores
North Carolina High School Comprehensive Test - Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	73,635
MEAN	174.3
STANDARD DEVIATION	13.5

HIGH SCORE	224
LOW SCORE	141

STATE PERCENTILES	SCALE SCORE
90	192.99
75	183.42
50 (MEDIAN)	173.20
25	163.48
10	157.10

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	STATE PERCENTILES
224	3	73635	0.00	99
223	6	73632	0.01	99
221	20	73626	0.03	99
220	11	73606	0.01	99
218	27	73595	0.04	99
217	16	73568	0.02	99
216	54	73552	0.07	99
215	24	73498	0.03	99
214	57	73474	0.08	99
213	35	73417	0.05	99
212	73	73382	0.10	99
211	44	73309	0.06	99
210	100	73265	0.14	99
209	59	73165	0.08	99
208	114	73106	0.15	99
207	243	72992	0.33	99
206	198	72749	0.27	99
205	213	72551	0.29	98
204	228	72338	0.31	98
203	259	72110	0.35	98
202	395	71851	0.54	97
201	413	71456	0.56	97
200	510	71043	0.69	96
199	524	70533	0.71	95
198	350	70009	0.48	95
197	591	69659	0.80	94
196	672	69068	0.91	93
195	975	68396	1.32	92
194	730	67421	0.99	91
193	821	66691	1.11	90
192	845	65870	1.15	89
191	928	65025	1.26	88
190	1290	64097	1.75	86
189	987	62807	1.34	85
188	1437	61820	1.95	83
187	1159	60383	1.57	81
186	1206	59224	1.64	80
185	1304	58018	1.77	78
184	1364	56714	1.85	76
183	1524	55350	2.07	74
182	1583	53826	2.15	72
181	2156	52243	2.93	70
180	1729	50087	2.35	67
179	1855	48358	2.52	64
178	1973	46503	2.68	62
177	2028	44530	2.75	59
176	2162	42502	2.94	56
175	1552	40340	2.11	54
174	1510	38788	2.05	52
173	1558	37278	2.12	50
172	2496	35720	3.39	47
171	2612	33224	3.55	43
170	1831	30612	2.49	40
169	930	28781	1.26	38
168	2844	27851	3.86	36

Table 9. 1997-98 Distribution of Scale Score
North Carolina High School Comprehensive Test – Mathematics (continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	STATE PERCENTILES
167	1813	25007	2.46	33
166	992	23194	1.35	31
165	2880	22202	3.91	28
164	875	19322	1.19	26
163	1930	18447	2.62	24
162	2834	16517	3.85	21
161	909	13683	1.23	18
160	1791	12774	2.43	16
159	2306	10983	3.13	13
158	738	8677	1.00	11
157	1428	7939	1.94	10
156	1799	6511	2.44	8
155	1077	4712	1.46	6
154	829	3635	1.13	4
153	684	2806	0.93	3
152	813	2122	1.10	2
151	506	1309	0.69	1
150	288	803	0.39	1
LESS THAN 150	515	515	0.70	1

*Students with valid scores are those students who attempted at least one item on the test.

Table 10. 1997-98 Multiple-Choice Test Results

North Carolina High School Comprehensive Test -- Reading Mean Scale Score by LEA

State	Mean Score*	1998 LEA Performance
	171.7	Chapel Hill City
	…	
	168.5	Watauga
	168.3	School in the Community†
	…	
	167.3	Wake
	…	
	166.9	Asheboro City
	…	
	166.5	Asheville City, Buncombe
	166.3	Macon
	166.1	Henderson, Shelby City
	165.9	Cabarrus, Hickory City
	165.7	Mitchell
	165.5	Mooresville City, New Hanover
	165.3	Mount Airy City
	165.1	Polk
	164.9	Guilford, Haywood, Jackson
	164.7	Ashe, Onslow
	164.5	Clay, Grandfather Academy, Orange, Union
	164.3	Alleghany, Avery, Carteret, Clinton City, Craven, Dare, Davie
	164.1	Burke, Transylvania, Yancey
	163.9	Durham, Pitt, Wilkes
	163.7	Johnston, Mecklenburg, Newton-Conover City
	163.5	Alamance, Cumberland, Elkin City, Forsyth, Iredell-Statesville, Roanoke Rapids City
1998 State	163.3	Cherokee, Duplin, Lenoir, Pasquotank, Pender, Rockingham
	163.1	Surry
	162.9	Camden, Gaston, Wayne
	162.7	Catawba, Lee
	162.5	Beaufort, Gates, Moore, Stanly, Swain
	162.3	Currituck, Granville, Kannapolis City, Whiteville City
	162.1	Chowan, Greene, Rutherford
	161.9	Chatham, Pamlico, Rowan
	161.7	Lexington City, Lincoln, Martin, Stokes
	161.5	Cleveland, Harnett, Person
	161.3	Randolph, Wilson, Yadkin
	161.1	Caldwell, Davidson, Nash, Perquimans, Tyrrell
	160.9	Brunswick, Franklin, Graham, Scotland, Thomasville City
	160.7	Montgomery
	160.5	Alexander, Caswell, Richmond
	160.3	Hoke, Kings Mountain City, Warren, Washington
	160.1	Bladen, Edgecombe, Sampson
	159.9	Bertie, Hyde
	159.7	Jones
	159.5	Vance
	159.3	Weldon City
	159.1	Madison, McDowell
	158.9	Columbus, Robeson
	158.7	Anson, Halifax, Hertford
	…	
	157.1	Northampton
	…	
	149.5	Lakeside†, Lift Academy†
	…	
	148.9	Right Step Academy†
	**	Bonner Academy†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

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Table 11. 1997-98 Multiple-Choice Test Results
North Carolina High School Comprehensive Test -- Mathematics Mean Scale Score by LEA

State	Mean Score*	1998 LEA Performance
	187.5	Chapel Hill City
	....	
	181.5	Wake
	181.0	Watauga
	....	
	180.0	Asheboro City
	179.5	Hickory City
	179.0	Buncombe
	....	
	178.0	Dare, Orange
	177.5	Asheville City, Clay, Macon, Mooresville City, Shelby City
	177.0	Alleghany, Avery, Cabarrus, Guilford, Henderson, Pitt
	176.5	Catawba, Cherokee, Elkin City, Haywood, Mount Airy City, New Hanover, Transylvania, Wilkes
	176.0	Ashe, Clinton City, Jackson, Polk, Union
	175.5	Davie, Graham, Johnston, Mecklenburg
	175.0	Camden, Durham, Forsyth, Moore, Newton-Conover City, Surry
1998 State	174.5	Burke, Craven, Currituck, Iredell-Statesville, Mitchell, Onslow, Swain
	174.0	Carteret, Chatham, Lee, Roanoke Rapids City, Stanly, Yancey
	173.5	Alamance, Lenoir, Lincoln, Pamlico, Pender, Rockingham, Wilson, Yadkin
	173.0	Beaufort, Chowan, Davidson, Duplin, Rowan
	172.5	Cleveland, Franklin, Gaston, Gates, Greene, Stokes
	172.0	Brunswick, Caldwell, Cumberland, Kannapolis City, Pasquotank, Randolph, Rutherford, Scotland, Wayne
	171.5	Granville, Madison, Martin, Whiteville City
	171.0	Harnett, Lexington City, McDowell, Nash, Perquimans, Person, School in the Community†
	170.5	Alexander, Edgecombe, Kings Mountain City, Tyrrell
	170.0	Bertie, Hyde, Thomasville City
	169.5	Bladen, Montgomery, Richmond, Vance, Warren
	169.0	Hoke, Washington
	168.5	Anson, Caswell, Jones, Sampson
	168.0	Columbus
	167.5	Robeson
	167.0	Northampton
	166.5	Halifax, Hertford
	163.5	Weldon City
	159.0	Lakeside†
	157.5	Lift Academy†
	157.0	Right Step Academy†
	**	Bonner Academy†, Grandfather Academy†

*Scale scores are rounded up to the nearest five-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 12a. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,976**	**163.3**	**55.6**	**995**	**39.1**	**1,339**	**59.6**	**20,361**	**34.8**	**1,250**	**45.0**	**443**	**65.5**	**49,274**	**64.5**
Western Region	**6,087**	**164.5**	**61.0**	**56**	**55.4**	**45**	**44.4**	**390**	**34.1**	**78**	**48.7**	**31**	**67.7**	**5,485**	**63.2**
Buncombe	1,570	166.4	68.9	3	•	12	66.7	79	43.0	22	68.2	14	71.4	1,440	70.3
Asheville City	274	166.4	63.5	0	•	4	•	85	36.5	5	80.0	1	•	178	76.4
Cherokee	244	163.3	56.1	3	•	1	•	5	60.0	0	•	4	•	230	56.1
Clay	88	164.4	60.2	1	•	0	•	0	•	1	•	0	•	85	60.0
Graham	96	160.9	50.0	8	50.0	0	•	0	•	0	•	2	•	86	48.8
Haywood	450	164.9	64.7	3	•	2	•	7	71.4	6	16.7	1	•	431	65.4
Henderson	790	166.0	67.8	0	•	11	54.5	46	34.8	21	42.9	5	80.0	707	70.9
Jackson	269	164.8	63.6	15	53.3	3	•	3	•	1	•	0	•	247	65.2
Macon	268	166.2	70.1	0	•	2	•	2	•	2	•	0	•	262	70.6
Madison	175	159.1	39.4	0	•	0	•	0	•	0	•	0	•	175	39.4
McDowell	407	159.1	39.6	0	•	6	16.7	18	11.1	2	•	0	•	381	41.5
Mitchell	142	165.6	65.5	0	•	0	•	0	•	1	•	0	•	141	65.2
Polk	128	165.1	61.7	0	•	0	•	12	16.7	4	•	0	•	112	67.0
Rutherford	634	162.1	48.9	0	•	3	•	111	25.2	7	14.3	1	•	512	54.7
Swain	106	162.5	58.5	21	57.1	0	•	0	•	2	•	2	•	81	59.3
Transylvania	282	164.1	59.2	0	•	0	•	20	40.0	2	•	1	•	259	61.0
Yancey	164	164.1	56.7	1	•	1	•	2	•	2	•	0	•	158	56.3

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Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 12b. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,976**	**163.3**	**55.6**	**995**	**39.1**	**1,339**	**59.6**	**20,361**	**34.8**	**1,250**	**45.0**	**443**	**65.5**	**49,274**	**64.5**
Northwest Region	**11,794**	**163.1**	**54.9**	**13**	**69.2**	**213**	**42.3**	**1,750**	**31.4**	**168**	**32.1**	**35**	**57.1**	**9,613**	**59.9**
Alexander	373	160.5	45.3	0	*	10	60.0	32	31.3	4	*	0	*	327	46.2
Alleghany	107	164.3	61.7	0	*	2	*	2	*	1	*	0	*	102	61.8
Ashe	251	164.7	63.3	0	*	0	*	1	*	1	*	1	*	248	63.3
Avery	175	164.3	65.7	0	*	0	*	2	*	1	*	2	*	170	65.9
Grandfather Academy†	5	164.4	60.0	0	*	0	*	0	*	0	*	0	*	5	60.0
Burke	791	164.0	59.8	1	*	58	37.9	55	45.5	5	60.0	2	*	670	62.8
Caldwell	696	161.0	44.5	0	*	2	*	58	19.0	2	*	1	*	633	46.6
Catawba	974	162.6	52.2	0	*	36	27.8	52	34.6	13	30.8	1	*	872	54.5
Hickory City	250	165.8	62.8	0	*	16	37.5	55	21.8	3	*	0	*	176	77.8
Newton-Conover City	175	163.7	53.1	0	*	9	33.3	29	20.7	4	*	0	*	133	62.4
Davidson	1,121	161.0	45.8	1	*	7	28.6	34	8.8	1	*	1	*	1,077	47.1
Lexington City	177	161.7	45.2	1	*	21	19.0	72	27.8	8	37.5	0	*	75	69.3
Thomasville City	96	160.9	43.8	0	*	0	*	51	23.5	1	*	0	*	44	68.2
Davie	332	164.3	62.3	0	*	0	*	38	34.2	4	*	2	*	288	66.3
Forsyth	2,696	163.5	55.3	8	75.0	27	77.8	897	32.3	62	27.4	15	60.0	1,685	68.2
Lift Academy†	19	149.4	0.0	0	*	0	*	19	0.0	0	*	0	*	0	*
Iredell-Statesville	881	163.5	58.3	0	*	16	50.0	189	35.4	16	43.8	3	*	657	65.8
Mooresville City	217	165.5	67.7	0	*	3	*	34	29.4	1	*	0	*	179	75.4
Stokes	432	161.7	50.9	1	*	1	*	24	45.8	5	20.0	1	*	400	51.5
Surry	471	163.1	54.4	1	*	1	*	27	29.6	9	11.1	0	*	433	56.8
Elkin City	87	163.4	56.3	0	*	0	*	9	44.4	1	*	0	*	77	58.4
Mount Airy City	114	165.2	65.8	0	*	1	*	17	35.3	2	*	0	*	94	73.4
Watauga	354	168.5	75.4	0	*	1	*	3	*	2	*	0	*	348	75.3
Wilkes	640	163.9	60.5	0	*	1	*	38	39.5	13	30.8	4	*	584	62.5
Yadkin	360	161.2	48.9	0	*	1	*	12	25.0	9	33.3	2	*	336	50.3

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 12c. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,976**	**163.3**	**55.6**	**995**	**39.1**	**1,339**	**59.6**	**20,361**	**34.8**	**1,250**	**45.0**	**443**	**65.5**	**49,274**	**64.5**
Southwest Region	**15,786**	**162.9**	**53.9**	**110**	**35.5**	**444**	**57.0**	**4,404**	**31.8**	**259**	**44.0**	**31**	**51.6**	**10,528**	**63.4**
Anson	281	158.6	36.7	2	*	2	*	165	19.4	1	*	0	*	111	60.4
Cabarrus	1,078	165.8	66.3	0	*	12	66.7	106	36.8	21	57.1	1	*	938	69.8
Kannapolis City	231	162.2	46.8	0	*	6	16.7	69	37.7	10	30.0	1	*	145	53.8
Cleveland	507	161.4	49.1	0	*	0	*	110	36.4	3	*	0	*	394	53.0
Kings Mountain City	273	160.2	44.7	1	*	7	57.1	76	31.6	1	*	1	*	187	50.3
Shelby City	166	166.0	65.1	0	*	2	*	75	40.0	1	*	2	*	82	85.4
Gaston	1,829	162.8	52.9	2	*	37	40.5	356	30.6	15	46.7	4	*	1,415	58.9
Hoke	320	160.3	40.3	39	23.1	5	80.0	186	31.2	6	83.3	5	60.0	78	64.1
Lincoln	623	161.6	49.6	1	*	5	40.0	66	28.8	21	28.6	1	*	529	52.9
Mecklenburg	5,534	163.6	57.0	20	40.0	308	57.8	2,036	34.7	119	46.2	5	60.0	3,044	72.4
Montgomery	266	160.6	39.8	0	*	4	*	91	14.3	12	25.0	4	*	154	54.5
Moore	677	162.5	51.6	4	*	5	80.0	162	26.5	10	50.0	0	*	494	59.1
Richmond	469	160.4	42.0	7	28.6	5	80.0	208	26.9	2	*	0	*	247	53.8
Rowan	1,233	161.9	48.8	2	*	13	46.2	224	24.6	22	36.4	4	*	968	54.8
Scotland	417	160.9	45.8	24	41.7	1	*	198	27.3	1	*	0	*	193	64.8
Stanly	674	162.4	54.0	1	*	23	52.2	98	26.5	4	*	1	*	547	59.0
Union	1,208	164.5	60.6	7	42.9	9	66.7	178	39.9	10	30.0	2	*	1,002	64.8

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
"Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 12d. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,976**	**163.3**	**55.6**	**995**	**39.1**	**1,339**	**59.6**	**20,361**	**34.8**	**1,250**	**45.0**	**443**	**65.5**	**49,274**	**64.5**
Northeast Region	**5,393**	**161.7**	**48.2**	**26**	**34.6**	**22**	**63.6**	**2,735**	**31.9**	**24**	**54.2**	**12**	**58.3**	**2,571**	**65.5**
Beaufort	515	162.5	52.8	0	*	0	*	216	34.7	3	*	0	*	296	66.2
Bertie	245	159.8	40.8	0	*	0	*	183	30.6	0	*	0	*	62	71.0
Camden	88	162.9	55.7	1	*	0	*	20	50.0	0	*	2	*	65	56.9
Chowan	169	162.1	48.5	0	*	1	*	84	29.8	2	*	0	*	82	65.9
Currituck	161	162.3	50.9	1	*	0	*	20	15.0	2	*	0	*	138	55.8
Dare	295	164.2	59.3	1	*	1	*	19	26.3	5	60.0	0	*	269	61.7
Edgecombe	491	160.1	42.6	0	*	0	*	318	33.3	0	*	0	*	173	59.5
Gates	128	162.4	52.3	2	*	0	*	62	30.6	0	*	1	*	62	75.8
Halifax	273	158.6	35.5	14	42.9	0	*	251	34.3	1	*	1	*	6	66.7
Roanoke Rapids City	177	163.4	57.1	0	*	1	*	34	23.5	2	*	0	*	140	65.0
Weldon City	80	159.3	35.0	0	*	0	*	73	32.9	0	*	3	*	2	*
Hertford	239	158.7	34.7	4	*	0	*	169	25.4	0	*	1	*	65	58.5
Hyde	54	159.8	44.4	0	*	0	*	27	22.2	0	*	0	*	27	66.7
Martin	329	161.7	46.8	1	*	1	*	181	32.0	1	*	0	*	145	65.5
Northampton	226	157.1	30.5	2	*	0	*	186	25.3	0	*	0	*	38	55.3
Pasquotank	373	163.2	52.3	0	*	2	*	184	35.3	2	*	2	*	183	68.9
Perquimans	141	161.1	39.0	0	*	1	*	53	11.3	0	*	0	*	87	56.3
Pitt	1,141	163.8	57.0	0	*	15	53.3	485	38.1	5	60.0	2	*	634	71.6
Right Step†	12	148.9	0.0	0	*	0	*	12	0.0	0	*	0	*	0	*
Tyrrell	57	161.0	43.9	0	*	0	*	29	41.4	0	*	0	*	28	46.4
Washington	199	160.2	42.2	0	*	0	*	129	26.4	1	*	0	*	69	72.5

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 12e. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,976**	**163.3**	**55.6**	**995**	**39.1**	**1,339**	**59.6**	**20,361**	**34.8**	**1,250**	**45.0**	**443**	**65.5**	**49,274**	**64.5**
Southeast Region	**14,046**	**162.7**	**53.4**	**706**	**36.5**	**161**	**72.0**	**5,021**	**37.9**	**348**	**49.1**	**88**	**65.9**	**7,705**	**64.7**
Bladen	371	160.0	42.9	4	*	1	*	178	23.6	2	*	0	*	186	60.8
Brunswick	601	160.8	43.3	2	*	1	*	177	24.9	2	*	1	*	418	51.4
Carteret	549	164.2	59.2	0	*	3	*	63	46.0	5	60.0	5	40.0	473	61.1
Columbus	487	158.8	35.9	19	36.8	0	*	212	21.7	1	*	1	*	254	47.6
Whiteville City	177	162.2	53.1	1	*	0	*	71	32.4	0	*	0	*	105	67.6
Craven	901	164.3	60.9	0	*	9	77.8	313	40.6	22	68.2	3	*	554	71.7
Cumberland	3,129	163.4	56.5	42	66.7	66	72.7	1,355	42.5	168	48.8	28	67.9	1,467	69.2
Duplin	467	163.2	57.0	1	*	0	*	196	46.4	12	41.7	1	*	257	65.4
Greene	177	162.1	48.6	0	*	0	*	94	39.4	4	*	0	*	79	59.5
Jones	103	159.6	38.8	1	*	0	*	63	31.7	1	*	0	*	38	50.0
Lenoir	569	163.2	51.3	5	60.0	3	*	241	41.9	8	25.0	2	*	309	58.9
New Hanover	1,290	165.5	65.3	4	*	17	76.5	290	42.1	11	45.5	12	83.3	955	72.3
Onslow	1,488	164.6	61.5	7	28.6	36	77.8	391	44.0	56	57.1	21	66.7	977	68.3
Pamlico	155	161.9	54.8	1	*	0	*	62	33.9	1	*	0	*	91	68.1
Pender	363	163.2	55.1	1	*	2	*	127	39.4	7	28.6	0	*	225	64.9
Robeson	1,400	158.8	36.5	602	34.2	7	85.7	429	28.7	5	40.0	4	*	345	48.7
Sampson	484	160.0	43.0	8	50.0	1	*	192	30.2	20	30.0	2	*	260	53.5
Clinton City	168	164.3	58.9	7	14.3	3	*	73	45.2	4	*	3	*	75	77.3
Wayne	1,167	162.9	53.6	1	*	12	41.7	494	38.5	19	52.6	4	*	637	65.5

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 12f . 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,976**	**163.3**	**55.6**	**995**	**39.1**	**1,339**	**59.6**	**20,361**	**34.8**	**1,250**	**45.0**	**443**	**65.5**	**49,274**	**64.5**
Central Region	**20,870**	**164.2**	**59.0**	**84**	**51.2**	**454**	**67.2**	**6,061**	**36.6**	**373**	**46.1**	**246**	**68.3**	**13,372**	**68.9**
Alamance	1,224	163.5	56.0	3	*	14	57.1	288	38.5	33	33.3	6	83.3	880	62.4
Lakeside†	7	149.4	0.0	0	*	0	*	5	0.0	0	*	0	*	2	*
Caswell	228	160.4	42.1	0	*	0	*	105	35.2	2	*	2	*	117	47.9
Chatham	390	161.9	48.7	2	*	2	*	97	29.9	10	40.0	3	*	276	55.4
Durham	1,479	163.8	55.6	3	*	36	75.0	698	37.7	22	63.6	32	65.6	650	72.3
Franklin	446	160.8	43.0	0	*	2	*	191	30.4	0	*	0	*	253	52.2
Granville	363	162.2	50.7	0	*	4	*	133	38.3	2	*	1	*	223	57.8
Guilford	3,559	164.9	61.8	14	64.3	134	42.5	1,139	40.4	41	56.1	26	61.5	2,202	74.2
Harnett	898	161.4	47.1	11	54.5	7	71.4	251	25.5	27	40.7	13	53.8	589	56.0
Johnston	966	163.7	58.7	0	*	3	*	167	38.9	30	43.3	4	*	761	63.5
Lee	498	162.7	53.6	1	*	4	*	160	36.3	34	35.3	2	*	297	64.6
Nash/Rocky Mount	1,105	161.1	46.2	4	*	10	70.0	555	30.6	17	23.5	0	*	518	62.9
Orange	360	164.4	61.4	1	*	1	*	94	40.4	7	42.9	0	*	257	69.6
Chapel Hill City	535	171.6	82.8	2	*	30	86.7	77	40.3	12	83.3	19	89.5	386	90.9
School In Community†	26	168.2	80.8	0	*	0	*	2	*	1	*	2	*	17	82.4
Person	339	161.5	48.1	0	*	1	*	103	24.3	4	*	0	*	231	59.3
Randolph	869	161.2	48.2	3	*	0	*	41	43.9	15	26.7	1	*	809	48.8
Asheboro City	230	166.8	70.9	2	*	5	100.0	28	32.1	5	40.0	0	*	190	76.8
Rockingham	876	163.2	57.9	3	*	2	*	193	44.6	9	22.2	4	*	664	62.0
Vance	364	159.4	38.2	0	*	2	*	206	29.1	5	40.0	0	*	150	49.3
Wake	5,176	167.2	71.2	25	48.0	188	78.7	1,013	41.7	82	59.8	128	68.0	3,518	79.9
Bonner†	4	*	*	0	*	0	*	4	*	0	*	0	*	0	*
Warren	215	160.2	43.3	9	22.2	0	*	156	35.9	1	*	1	*	48	70.8
Wilson	713	161.2	46.4	0	*	9	55.6	355	30.7	14	28.6	1	*	334	63.5

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Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 13a. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73.635**	**174.3**	**54.9**	**984**	**34.7**	**1,328**	**73.3**	**20,253**	**31.8**	**1,248**	**43.9**	**439**	**58.5**	**49,074**	**64.5**
Western Region	**6.077**	**176.0**	**60.8**	**55**	**52.7**	**44**	**75.0**	**392**	**28.8**	**79**	**45.6**	**31**	**61.3**	**5,474**	**63.3**
Buncombe	1,565	178.9	69.9	3	*	12	83.3	77	46.8	22	72.7	14	71.4	1,437	71.0
Asheville City	275	177.4	62.2	0	*	4	*	89	29.2	5	80.0	1	*	176	77.8
Cherokee	243	176.1	65.0	3	*	1	*	5	80.0	0	*	4	*	229	65.1
Clay	88	177.5	65.9	1	*	0	*	0	*	1	*	0	*	85	65.9
Graham	95	175.3	51.6	7	57.1	0	*	0	*	0	*	2	*	86	50.0
Haywood	449	176.4	61.7	3	*	2	*	7	57.1	6	16.7	1	*	430	62.8
Henderson	794	177.0	63.7	0	*	11	72.7	47	19.1	22	27.3	5	40.0	709	67.8
Jackson	262	175.6	59.5	16	43.8	3	*	3	*	1	*	0	*	239	60.7
Macon	270	177.4	68.9	0	*	2	*	2	*	2	*	0	*	264	69.3
Madison	176	171.3	47.2	0	*	0	*	0	*	0	*	0	*	176	47.2
McDowell	403	171.0	43.7	0	*	5	60.0	18	11.1	2	*	0	*	378	45.2
Mitchell	142	174.5	59.2	0	*	0	*	0	*	1	*	0	*	141	58.9
Polk	129	175.7	64.3	0	*	0	*	12	25.0	4	*	0	*	113	69.9
Rutherford	630	171.9	45.4	0	*	3	*	109	16.5	7	14.3	1	*	510	51.8
Swain	106	174.2	59.4	21	61.9	0	*	0	*	2	*	2	*	81	59.3
Transylvania	287	176.2	62.4	0	*	0	*	21	38.1	2	*	1	*	263	63.9
Yancey	163	173.9	53.4	1	*	1	*	2	*	2	*	0	*	157	53.5

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 13b. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,635**	**174.3**	**54.9**	**984**	**34.7**	**1,328**	**73.3**	**20,253**	**31.8**	**1,248**	**43.9**	**439**	**58.5**	**49,074**	**64.5**
Northwest Region	**11,764**	**174.5**	**56.0**	**13**	**61.5**	**209**	**58.4**	**1,751**	**30.4**	**167**	**32.3**	**36**	**61.1**	**9,586**	**61.0**
Alexander	377	170.4	43.5	0	•	10	70.0	31	19.4	4	•	0	•	332	44.9
Alleghany	107	176.6	66.4	0	•	2	•	2	•	1	•	0	•	102	65.7
Ashe	252	175.9	60.3	0	•	0	•	1	•	1	•	1	•	249	60.2
Avery	175	176.9	69.7	0	•	0	•	2	•	1	•	2	•	170	71.2
Grandfather Academy†	4	•	•	0	•	0	•	0	•	0	•	0	•	4	•
Burke	790	174.2	55.8	1	•	58	48.3	55	38.2	5	40.0	2	•	669	58.0
Caldwell	710	171.9	48.5	0	•	2	•	61	24.6	2	•	1	•	644	50.6
Catawba	965	176.2	60.8	0	•	34	50.0	52	42.3	12	25.0	1	•	866	62.9
Hickory City	248	179.1	67.3	0	•	16	43.8	55	32.7	3	•	0	•	174	80.5
Newton-Conover City	173	174.9	54.9	0	•	9	55.6	29	13.8	5	40.0	0	•	130	64.6
Davidson	1,112	172.6	51.4	1	•	7	85.7	33	30.3	1	•	1	•	1,069	51.9
Lexington City	176	170.6	44.3	1	•	20	50.0	72	27.8	8	37.5	0	•	75	58.7
Thomasville City	96	169.9	44.8	0	•	0	•	51	29.4	1	•	0	•	44	63.6
Davie	329	175.1	58.4	0	•	0	•	36	41.7	4	•	2	•	287	60.6
Forsyth	2,693	174.8	54.1	8	62.5	26	92.3	897	29.8	61	24.6	16	56.3	1,683	67.6
Lift Academy†	21	157.3	0.0	0	•	0	•	21	0.0	0	•	0	•	0	•
Iredell-Statesville	882	174.4	55.6	0	•	16	50.0	193	31.6	16	56.3	3	•	654	62.8
Mooresville City	216	177.5	63.9	0	•	3	•	34	26.5	1	•	0	•	178	71.3
Stokes	420	172.5	52.6	1	•	1	•	24	41.7	5	20.0	1	•	388	53.6
Surry	469	174.6	58.4	1	•	1	•	26	26.9	9	0.0	0	•	432	61.6
Elkin City	87	176.1	62.1	0	•	0	•	9	33.3	1	•	0	•	77	66.2
Mount Airy City	112	176.2	59.8	0	•	1	•	17	35.3	2	•	0	•	92	65.2
Watauga	356	180.6	71.1	0	•	1	•	3	•	2	•	0	•	350	70.9
Wilkes	637	176.2	62.3	0	•	1	•	37	37.8	13	38.5	4	•	582	64.1
Yadkin	357	173.2	57.4	0	•	1	•	10	50.0	9	44.4	2	•	335	57.9

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 13c. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,635**	**174.3**	**54.9**	**984**	**34.7**	**1,328**	**73.3**	**20,253**	**31.8**	**1,248**	**43.9**	**439**	**58.5**	**49,074**	**64.5**
Southwest Region	**15,719**	**174.0**	**54.2**	**108**	**38.9**	**440**	**73.2**	**4,382**	**30.0**	**256**	**45.3**	**30**	**53.3**	**10,492**	**64.0**
Anson	278	168.2	35.6	2	•	2	•	167	21.0	1	•	0	•	106	56.6
Cabarrus	1,070	177.0	65.5	0	•	12	83.3	101	39.6	20	55.0	1	•	936	68.3
Kannapolis City	232	172.0	48.7	0	•	6	16.7	70	30.0	10	20.0	1	•	145	61.4
Cleveland	504	172.2	48.4	0	•	0	•	110	30.9	3	•	0	•	391	53.7
Kings Mountain City	273	170.3	38.1	1	•	7	42.9	76	18.4	1	•	1	•	187	46.5
Shelby City	166	177.3	64.5	0	•	2	•	74	43.2	1	•	2	•	83	81.9
Gaston	1,828	172.4	49.7	2	•	37	67.6	351	28.2	15	40.0	4	•	1,419	54.6
Hoke	315	168.6	38.7	38	34.2	5	80.0	186	30.6	5	80.0	4	•	76	55.3
Lincoln	630	173.3	53.8	1	•	5	60.0	67	37.3	21	47.6	1	•	535	56.1
Mecklenburg	5,484	175.5	57.8	19	36.8	304	76.0	2,018	32.9	120	45.0	5	80.0	3,016	73.2
Montgomery	264	169.3	37.9	0	•	4	•	88	13.6	12	16.7	4	•	155	52.9
Moore	674	175.0	59.8	4	•	5	100.0	161	31.7	9	55.6	0	•	493	68.4
Richmond	469	169.2	38.2	7	28.6	5	20.0	208	23.6	2	•	0	•	247	51.4
Rowan	1,234	172.7	50.2	2	•	13	61.5	226	20.4	21	47.6	4	•	967	57.2
Scotland	421	172.0	47.0	24	41.7	2	•	199	27.1	1	•	0	•	195	67.7
Stanly	670	174.0	57.0	1	•	22	63.6	98	22.4	4	•	1	•	544	62.9
Union	1,207	175.8	61.1	7	57.1	9	100.0	182	31.9	10	70.0	2	•	997	66.2

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 13d. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,635**	**174.3**	**54.9**	**984**	**34.7**	**1,328**	**73.3**	**20,253**	**31.8**	**1,248**	**43.9**	**439**	**58.5**	**49,074**	**64.5**
Northeast Region	**5,405**	**172.2**	**47.9**	**27**	**22.2**	**22**	**77.3**	**2,756**	**30.5**	**25**	**44.0**	**12**	**66.7**	**2,560**	**66.6**
Beaufort	511	173.0	50.9	0	*	0	*	215	31.6	3	*	0	*	293	65.2
Bertie	245	169.7	42.4	0	*	0	*	184	30.4	0	*	0	*	61	78.7
Camden	88	174.6	53.4	1	*	0	*	20	45.0	0	*	2	*	65	56.9
Chowan	169	172.7	53.3	0	*	1	*	84	38.1	2	*	0	*	82	68.3
Currituck	158	174.3	58.9	1	*	0	*	20	40.0	3	*	0	*	134	60.4
Dare	287	177.9	66.2	1	*	1	*	19	52.6	5	60.0	0	*	261	67.4
Edgecombe	494	170.3	44.1	0	*	0	*	320	32.2	0	*	0	*	174	66.1
Gates	129	172.1	52.7	2	*	0	*	63	33.3	0	*	1	*	62	72.6
Halifax	271	166.2	26.6	14	28.6	0	*	249	26.9	1	*	1	*	6	16.7
Roanoke Rapids City	177	173.9	53.1	0	*	1	*	33	21.2	2	*	0	*	141	61.0
Weldon City	80	163.5	12.5	0	*	0	*	73	11.0	0	*	3	*	2	*
Hertford	260	166.2	26.5	4	*	0	*	187	19.3	0	*	1	*	68	47.1
Hyde	55	169.6	36.4	0	*	0	*	28	17.9	0	*	0	*	27	55.6
Martin	329	171.5	47.7	1	*	1	*	181	35.4	1	*	0	*	145	64.1
Northampton	227	166.8	28.2	2	*	0	*	187	23.5	0	*	0	*	38	50.0
Pasquotank	377	171.9	45.9	1	*	2	*	186	29.6	2	*	2	*	184	62.0
Perquimans	142	170.9	45.1	0	*	1	*	54	13.0	0	*	0	*	87	64.4
Pitt	1,139	176.8	60.1	0	*	15	73.3	484	39.7	5	60.0	2	*	633	75.5
Right Step*	11	156.8	0.0	0	*	0	*	11	0.0	0	*	0	*	0	*
Tyrrell	57	170.4	45.6	0	*	0	*	29	31.0	0	*	0	*	28	60.7
Washington	199	169.0	41.7	0	*	0	*	129	30.2	1	*	0	*	69	63.8

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 13e. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,635**	**174.3**	**54.9**	**984**	**34.7**	**1,328**	**73.3**	**20,253**	**31.8**	**1,248**	**43.9**	**439**	**58.5**	**49,074**	**64.5**
Southeast Region	**13,961**	**172.1**	**48.6**	**697**	**30.7**	**162**	**77.2**	**4,977**	**31.1**	**350**	**42.0**	**86**	**48.8**	**7,674**	**61.4**
Bladen	370	169.1	39.5	3	*	1	*	179	22.9	2	*	0	*	185	55.1
Brunswick	595	171.8	48.1	2	*	1	*	173	27.2	2	*	1	*	416	57.2
Carteret	550	173.7	54.9	0	*	4	*	63	44.4	5	80.0	4	*	474	55.9
Columbus	486	167.6	32.7	19	47.4	0	*	211	18.5	1	*	1	*	254	43.7
Whiteville City	177	171.3	43.5	1	*	0	*	71	26.8	0	*	0	*	105	55.2
Craven	903	174.3	57.9	0	*	9	88.9	314	36.9	22	50.0	3	*	555	69.5
Cumberland	3,121	171.7	46.8	42	40.5	66	71.2	1,347	31.6	171	38.6	28	42.9	1,465	60.9
Duplin	467	172.6	49.5	1	*	0	*	196	31.6	13	23.1	1	*	256	64.8
Greene	177	172.2	48.6	0	*	0	*	93	37.6	4	*	0	*	80	62.5
Jones	104	168.3	31.7	1	*	0	*	64	28.1	1	*	0	*	38	36.8
Lenoir	565	173.5	54.9	4	*	3	*	240	44.2	8	37.5	2	*	307	62.9
New Hanover	1,292	176.5	60.8	4	*	17	82.4	292	33.9	12	41.7	12	83.3	954	68.6
Onslow	1,468	174.4	57.2	7	42.9	36	77.8	385	34.8	54	53.7	21	47.6	965	65.9
Pamlico	154	173.2	49.4	1	*	0	*	62	22.6	1	*	0	*	90	66.7
Pender	349	173.3	56.7	1	*	2	*	123	38.2	7	42.9	0	*	216	67.6
Robeson	1,366	167.4	32.3	595	28.7	7	85.7	410	25.4	4	*	4	*	339	46.3
Sampson	483	168.4	37.9	8	37.5	1	*	190	21.1	20	30.0	2	*	261	51.0
Clinton City	164	175.9	62.2	7	42.9	3	*	68	42.6	4	*	3	*	76	84.2
Wayne	1,170	171.7	47.4	1	*	12	91.7	496	29.0	19	52.6	4	*	638	60.3

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
*Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 13f. 1997-98 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**73,635**	**174.3**	**54.9**	**984**	**34.7**	**1,328**	**73.3**	**20,253**	**31.8**	**1,248**	**43.9**	**439**	**58.5**	**49,074**	**64.5**
Central Region	**20,709**	**176.1**	**59.0**	**84**	**50.0**	**451**	**78.7**	**5,995**	**35.0**	**371**	**49.6**	**244**	**61.5**	**13,288**	**69.2**
Alamance	1,210	173.5	51.7	4	•	14	64.3	281	30.2	33	45.5	6	33.3	872	58.9
Lakeside†	7	158.7	0.0	0	•	0	•	5	0.0	0	•	0	•	2	•
Caswell	228	168.1	32.9	0	•	0	•	106	28.3	2	•	2	•	116	37.1
Chatham	395	173.9	53.9	2	•	2	•	99	29.3	10	40.0	3	•	279	62.7
Durham	1,444	174.9	55.0	3	•	35	80.0	671	35.9	21	38.1	31	51.6	648	73.6
Franklin	441	172.1	49.7	0	•	2	•	189	37.6	0	•	0	•	250	58.4
Granville	366	171.3	47.0	0	•	4	•	133	33.8	2	•	1	•	226	54.4
Guilford	3,531	177.0	61.3	15	46.7	134	64.9	1,131	37.9	40	60.0	28	53.6	2,180	73.5
Harnett	890	170.9	44.9	11	36.4	7	57.1	248	26.2	26	50.0	13	38.5	585	52.8
Johnston	955	175.1	59.9	0	•	3	•	170	34.7	32	40.6	4	•	746	66.2
Lee	498	173.7	52.4	1	•	4	•	160	28.8	34	29.4	2	•	297	67.0
Nash/Rocky Mount	1,096	171.0	43.8	4	•	10	80.0	545	27.9	17	23.5	0	•	519	60.5
Orange	359	177.8	67.1	1	•	1	•	93	52.7	7	57.1	0	•	257	73.2
Chapel Hill City	537	187.3	83.8	2	•	30	96.7	77	48.1	13	76.9	19	84.2	387	90.2
School In Community†	24	170.7	41.7	0	•	0	•	1	•	1	•	2	•	16	43.8
Person	334	171.0	45.8	0	•	1	•	102	23.5	4	•	0	•	227	55.9
Randolph	863	172.0	50.4	4	•	0	•	40	37.5	15	33.3	1	•	803	51.3
Asheboro City	229	179.8	76.4	2	•	5	100.0	27	44.4	5	80.0	0	•	190	80.0
Rockingham	876	173.2	51.9	2	•	2	•	198	37.4	10	30.0	3	•	660	56.7
Vance	355	169.1	38.0	0	•	2	•	205	25.9	5	60.0	0	•	143	53.8
Wake	5,140	181.2	73.0	24	62.5	186	87.1	1,002	42.3	79	67.1	127	66.1	3,502	81.5
Bonner†	4	•	•	0	•	0	•	3	•	0	•	0	•	0	•
Warren	212	169.5	37.7	9	44.4	0	•	153	32.0	1	•	1	•	48	56.3
Wilson	715	173.5	50.8	0	•	9	66.7	356	31.2	14	50.0	1	•	335	71.0

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Sample Questions

for the

North Carolina High School

Comprehensive Tests

Part I - Reading Comprehension

Seeking Medical Secrets in the Rain Forest

by Jo Yohay

In the film Medicine Man, Sean Connery found a cure for cancer in the rain forests of South America, only to be defeated in the end by clear-cutters who destroyed the forest. Some critics said this scenario was alarmist and fanciful. But now real-life scientists are in a race against time to identify and save medicinal plants in a rapidly disappearing ecosystem. Read about these medicine men and women in the following article from the April/May 1992 issue of National Wildlife magazine. Then answer the questions that follow.

An old, wrinkled bush doctor sits in a tiny cinder-block clinic near the Macal River in Belize. A Mayan named Don Elijio, he tends his patients amid burlap sacks filled with medicinal herbs gathered from the surrounding rain forest. Reaching into a bag, he withdraws a handful of crackling leaves and begins preparing a mixture for a patient's lesion. From other bags he takes seeds, bark and twisted roots.

Two thousand miles away in Maryland, a National Cancer Institute (NCI) scientist scoops through samples of those same roots and leaves, getting ready to put them through a rigorous chemical analysis. But how did Don Elijio's dusty herbs get to this gleaming medical laboratory?

The answer is a story of scientists racing against time, in history's most extensive search for healing agents in wild plants. Native healers on three continents are a vital part of that quest, which has been launched by the NCI.

The number of plant-based medicines in use by physicians today barely hints at the untapped potential of nature's pharmacopeia. "Of more than 250,000 known plant species, less than 1 percent have been thoroughly tested for medical applications," says Michael Balick, director of the New York Botanical Garden's Institute of Economic Botany. "Yet out of this tiny portion have come 25 percent of our prescription medicines."

But if chemists had to collect and analyze tens of thousands of wild plants, they would never finish the task. Tropical deforestation ensures that many plant species will disappear before they can be identified, let alone tested, by science.

Part of NCI's strategy is to have ethnobotanists (scientists who study the relationship between plants and people) seek out plants that native healers have found effective as local medicines. Ethnobotanist Balick travels to Central American rain forests searching for bush doctors who appear to treat diseases successfully with specific herbs. Botanists from the University of Illinois and Missouri Botanical Garden do similar work for NCI elsewhere.

Balick collects plants recommended by healers in the form of seeds, leaves, bark, roots and stems. He sends samples to NCI scientists, who test extracts against cancer cells and the AIDS virus. Plants with promise are tried in experiments with mice. Several years into the process, some may end up in human drug trials.

Skeptics argue that native lore is mere superstition. But Balick says, "The traditional lore of Central America is built on more than 200 generations of trial and error experimentation with local plants. A very specific pharmacopeia has been developed and been refined into an advanced system of medicine."

A number of today's drugs have long been part of native lore. Curare, the dart poison favored by Amazon Indians, is used as a muscle relaxant in surgery. Reserpine, now used to treat hypertension, has a centuries-old history as a tranquilizer. For NCI and its ethnobotanical explorers, the search for such traditional knowledge is urgent. Tests of the most promising plants will require that larger quantities be collected from the wild. But Balick warns, "Plants are disappearing so fast that they may not be there when we go back for more." Further, the healers themselves are aging. Don Elijio is 93 years old; much of his knowledge will die with him.

Ethnobotanists see the door to the rain forest medicine chest swinging shut. "Because the species—and the people who know their uses—are disappearing so quickly," says Balick, "we have just 10 to 15 years to do this work."

"Seeking Medical Secrets in the Rain Forest" by Jo Yohay, *National Wildlife Magazine*, Apr-May 1992. Copyright 1992. Used by permission of the publisher.

1. Which **best** describes the author's tone in this article?

A philosophical

B satirical

C optimistic

D concerned

2. Which **best** describes NCI's strategy of using ethnobotanists to collect rain forest plants?

A focusing on the past

B exploring the exotic

C benefiting from experience

D depending upon tradition

3. In which endeavor would an ethnobotanist be ***least*** useful?

A defending the rights of animals

B discovering new edible plants

C searching for nontoxic pesticides

D protecting endangered wildflowers

4. Which is the **best** evidence that native lore about healing plants is not mere superstition?

A Native lore is based on 200 years of experimentation.

B Native healers have developed a very specific pharmacopeia.

C Plants are the source for one-fourth of our prescription medicines.

D Some of the drugs we use today have long been a part of native lore.

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5. Which is the chief antagonist in this story of scientists racing against time?

   A isolated habitats

   B tropical deforestation

   C scientific skepticism

   D native superstition

6. What literary technique is used in the sentence, "Ethnobotanists see the door to the rain forest medicine chest swinging shut"?

   A metaphor

   B personification

   C symbolism

   D onomatopoeia

7. Which ***best*** describes the main purpose of the first two paragraphs in this article?

   A to describe the setting of the article

   B to state the main idea of the article

   C to appeal to the reader's curiosity

   D to introduce the main characters

8. What kind of knowledge would help you ***most*** to understand this article?

   A knowledge about fighting diseases

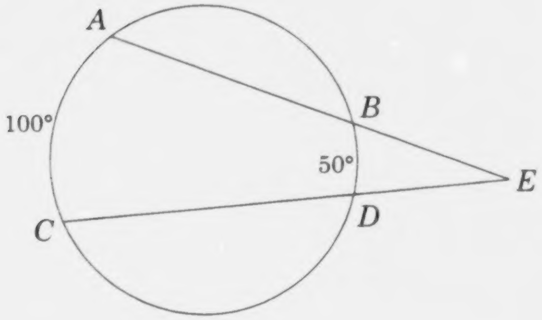
   B knowledge about the threats to rain forest habitats

   C knowledge about pharmacy

   D knowledge about the National Cancer Institute

Part II - Mathematics Applications

1. According to the diagram, what is $m\angle E$?



Note: Figure not drawn to scale.

A 25°

B 50°

C 75°

D 100°

2. What is the reflection of the point (0, 4) about the line $y = x$?

⁺6
⁺5
⁺4
⁺3
⁺2
⁺1
⁻6 ⁻5 ⁻4 ⁻3 ⁻2 ⁻1 0 ⁺1 ⁺2 ⁺3 ⁺4 ⁺5 ⁺6
⁻1
⁻2
⁻3
⁻4
⁻5
⁻6

A (0, 4)

B (4, 0)

C $({}^{-}4, 0)$

D $(0, {}^{-}4)$

3. The line which passes through the points (2, 5) and $(7, {}^{-}2)$ also passes through which of the following points?

A $({}^{-}16, 4)$

B $(12, {}^{-}9)$

C (17, 16)

D $(17, {}^{-}12)$

4. Carol has to present a report on how tax dollars are spent. She collected the following data:

How tax dollars are spent

Payroll	12%
Buildings	35%
Roads	40%
Maintenance	10%
Supplies	3%

Which of the following would ***not*** be a good way for Carol to display the data?

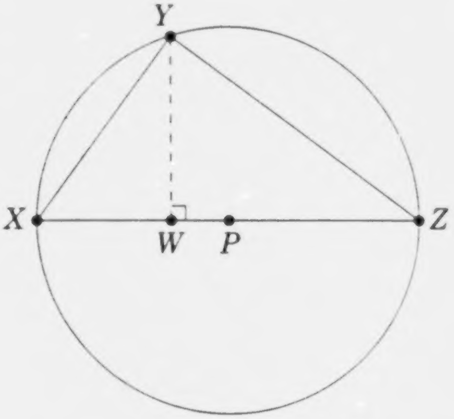
A stem and leaf plot

B pictograph

C circle graph

D bar graph

5. The circle below represents a dart board having a 20-inch diameter.



ΔXYZ is inscribed in circle P as shown and $YW = 9.6$ inches. If a dart lands in the interior of circle P, what is the probability that it will also land in the interior of ΔXYZ ?

A 0.15

B 0.31

C 0.46

D 0.61

6. The table below gives the nationwide data on the number of households with CD players and the number of CDs sold for 5 consecutive years.

Nationwide CD Data

CD player in household (in millions)	CD sales (in millions)
5.1	\$7.4
10.3	\$20.9
15.4	\$35.0
22.0	\$53.1
32.0	\$79.8

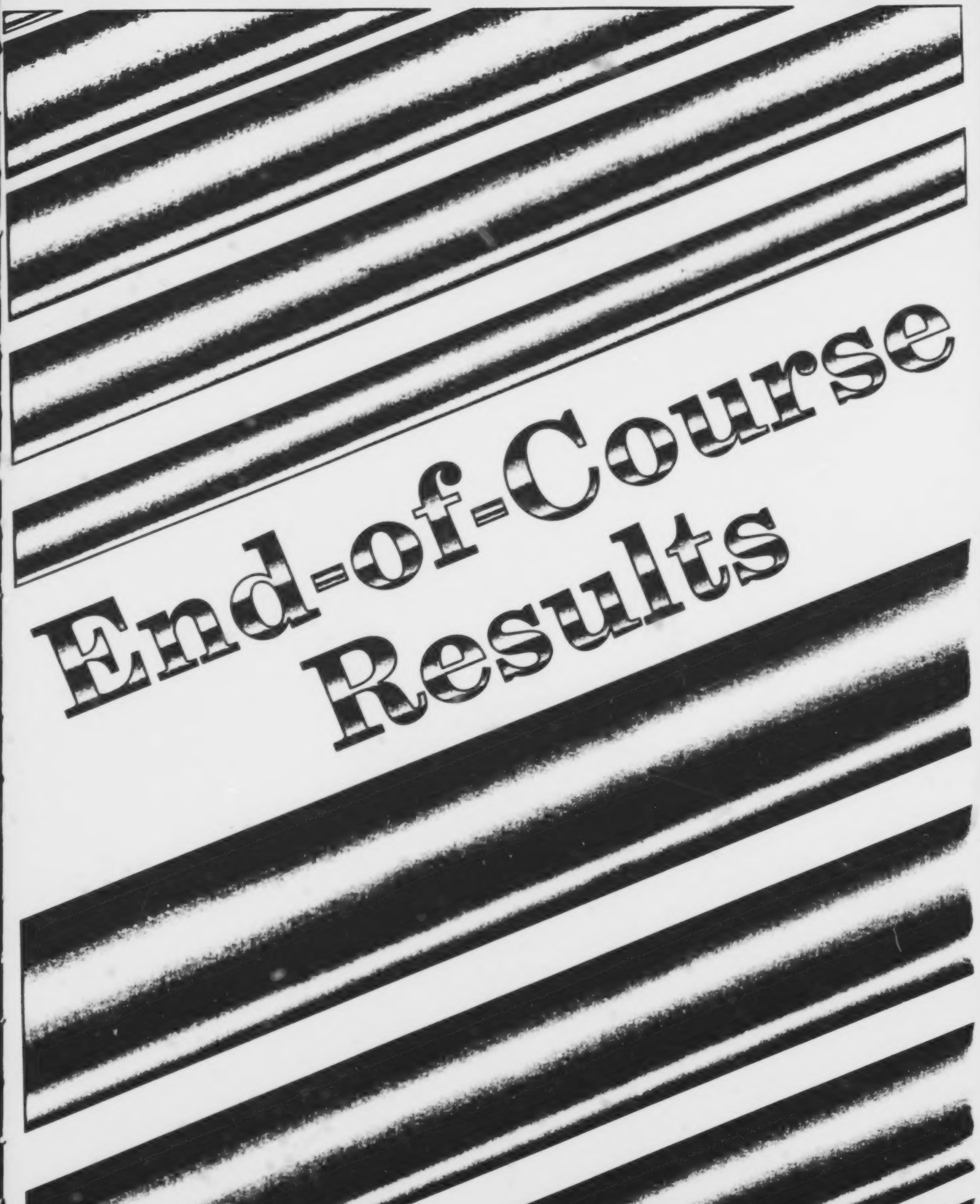
Find the equation of the line that best fits these data. (Let the number of "CD player in household" be your independent variable, x, and the number of "CD sales" be your dependent variable, y.)

A $y = {}^{-}6.6x + 2.7$

B $y = 0.4x + 2.4$

C $y = 2.4x + 0.4$

D $y = 2.7x - 6.6$



End-of-Course Results

Table 1. 1990-91 to 1997-98 End-of-Course Multiple-Choice Test Results
Statewide Summary

	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]
	Average Core		Average Core		Average Core	Standard Deviation	Average Core	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I[2] 1985-86	60,988 41.1	77.7%	66,424 40.4	81.2%	70,114 39.9	86.4% 9.6	69,162 55.1	N/A 9.1	80,370 54.7	94.0% 9.3	82,635 55.0	96.6% 9.7	83,777 55.6	95.0% 9.7	83,124 57.0	95.8% 9.7
Biology 1986-87	71,665 41.1	87.7%	71,832 41.5	91.5%	75,748 40.0	92.6% 11.1	74,840 39.9	92.2% 10.6	62,480 55.5	N/A 8.7	77,420 55.5	90.5% 8.7	78,723 55.9	92.0% 8.9	78,804 56.2	91.8% 8.8
ELP 1990-91	76,593 41.7	97.6%	79,313 42.8	96.9%	79,070 43.7	97.4% 11.5	81,290 43.4	97.0% 11.3	83,597 44.0	97.8% 11.7	82,577 43.4	96.5% 11.9	82,611 53.8	93.4% 9.3	77,348 54.8	89.5% 9.1
English I 1989-90	72,023 66.2	91.8%	75,381 67.0	92.1%	76,183 66.7	93.8% 18.0	81,685 66.4	97.5% 17.7	67,748 53.1	N/A 8.9	85,411 53.1	99.8% 8.9	89,500 53.2	100.0% 8.9	88,307 53.6	100.0% 8.8
U.S. History 1987-88	65,767 40.1	80.0%	65,329 42.2	79.9%	63,034 42.3	80.0% 9.7	65,872 40.4	80.5% 10.5	53,160 56.2	N/A 8.3	65,725 56.3	78.4% 8.2	68,613 56.2	79.9% 8.2	68,341 56.3	80.7% 8.4

Notes: The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year. Algebra I was scaled in 1993-94, and U.S. History, English I, and Biology in 1994-95 and 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and therefore, are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. In 1995-96 and 1996-97, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not depicted in this report.

[1] Participation Index is the number of students enrolled in the course, divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight. For example, since English I is typically a ninth-grade course, the eighth grade membership for the previous year is the denominator.

[2] The Algebra I score in 1993-94 is the mean scale score.

[3] Average core score is the mean raw score on the common items for all students.

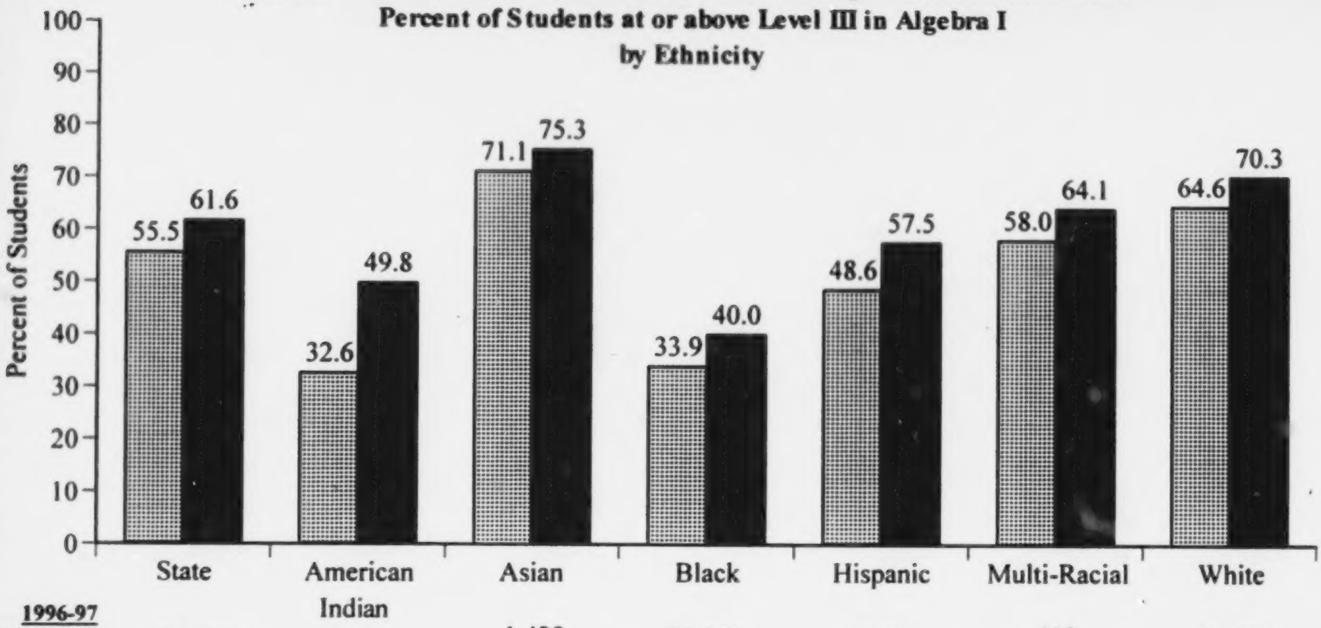
Data received from LEAs after October 13, 1998 are not included in this table.

Table 2. 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III by Ethnicity

Subject	Number of Students Tested	Average Score	Percent of Students at or above Level III						
			State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Algebra I	83,124	57.0	61.6	49.8	75.3	40.0	57.5	64.1	70.3
Biology	78,804	56.2	59.0	42.4	65.9	32.8	48.3	60.2	70.9
ELP	77,348	54.8	66.9	48.9	66.2	45.8	55.2	69.0	76.9
English I	88,307	53.6	60.7	37.4	64.8	39.8	47.6	58.6	71.1
U.S. History	68,341	56.3	49.6	27.9	57.4	28.5	41.7	55.3	58.7

Data received from LEAs after October 13, 1998 are not included in this table.

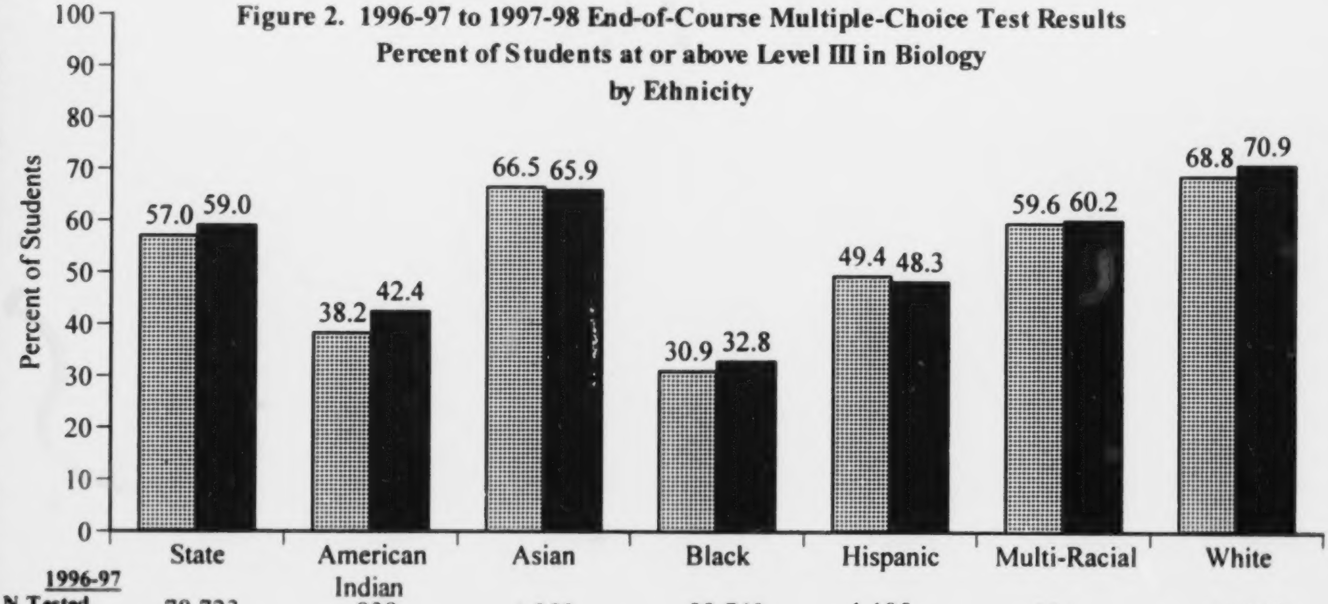
Figure 1. 1996-97 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in Algebra I
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	83,777	1,069	1,429	23,311	1,261	412	55,943
N Level III, IV	46,456	348	1,016	7,903	613	239	36,145
1997-98							
N Tested	83,124	984	1,487	22,886	1,420	362	55,852
N Level III, IV	51,166	490	1,120	9,158	816	232	39,274

▨ 1996-97 ■ 1997-98

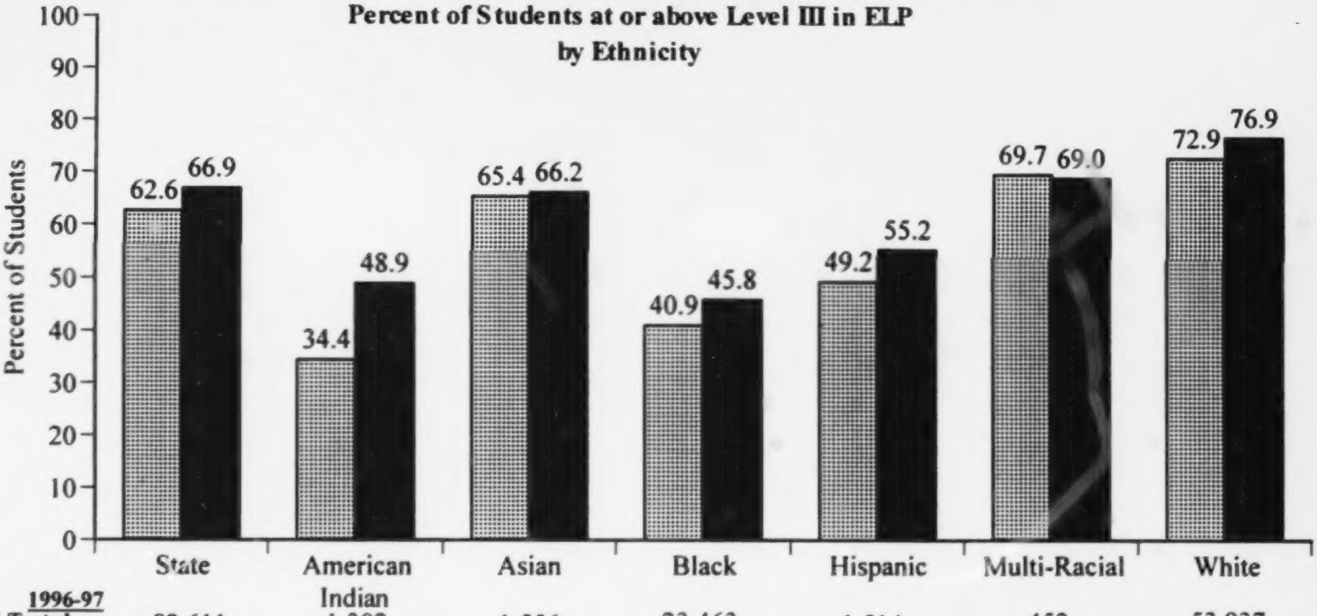
Figure 2. 1996-97 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in Biology
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	78,723	939	1,258	22,749	1,195	394	51,780
N Level III, IV	44,910	359	836	7,038	590	235	35,628
1997-98							
N Tested	78,804	996	1,445	22,749	1,325	352	51,811
N Level III, IV	46,506	422	952	7,469	640	212	36,742

Notes 1996-97 Algebra I and Biology data reflect changes made after publication of the 1996-97 Report Card.
"N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 13, 1998 are not included in these figures.

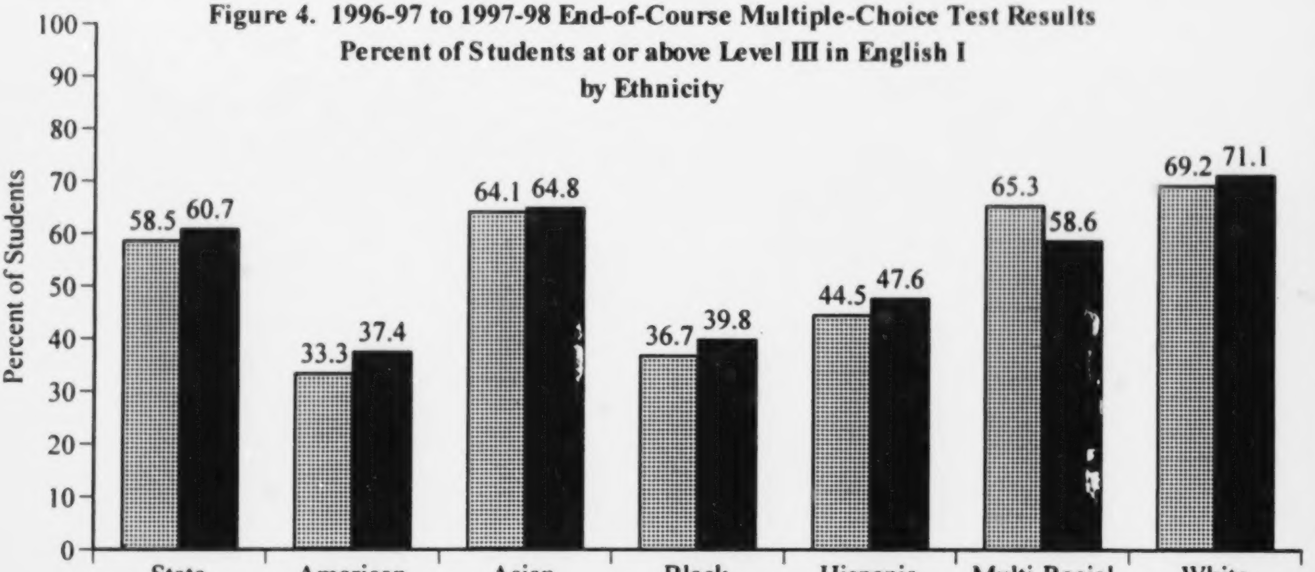
Figure 3. 1996-97 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in ELP
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	82,611	1,302	1,556	23,463	1,514	452	53,937
N Level III, IV	51,712	448	1,018	9,601	745	315	39,329
1997-98							
N Tested	77,348	1,057	1,528	21,981	1,506	423	50,729
N Level III, IV	51,771	517	1,012	10,060	832	292	38,989

▨ 1996-97 ■ 1997-98

Figure 4. 1996-97 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in English I
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	89,500	1,311	1,402	26,498	1,526	467	57,909
N Level III, IV	52,356	436	899	9,728	679	305	40,078
1997-98							
N Tested	88,307	1,341	1,430	26,014	1,625	425	57,330
N Level III, IV	53,632	501	926	10,356	774	249	40,740

Notes "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 13, 1998 are not included in these figures.

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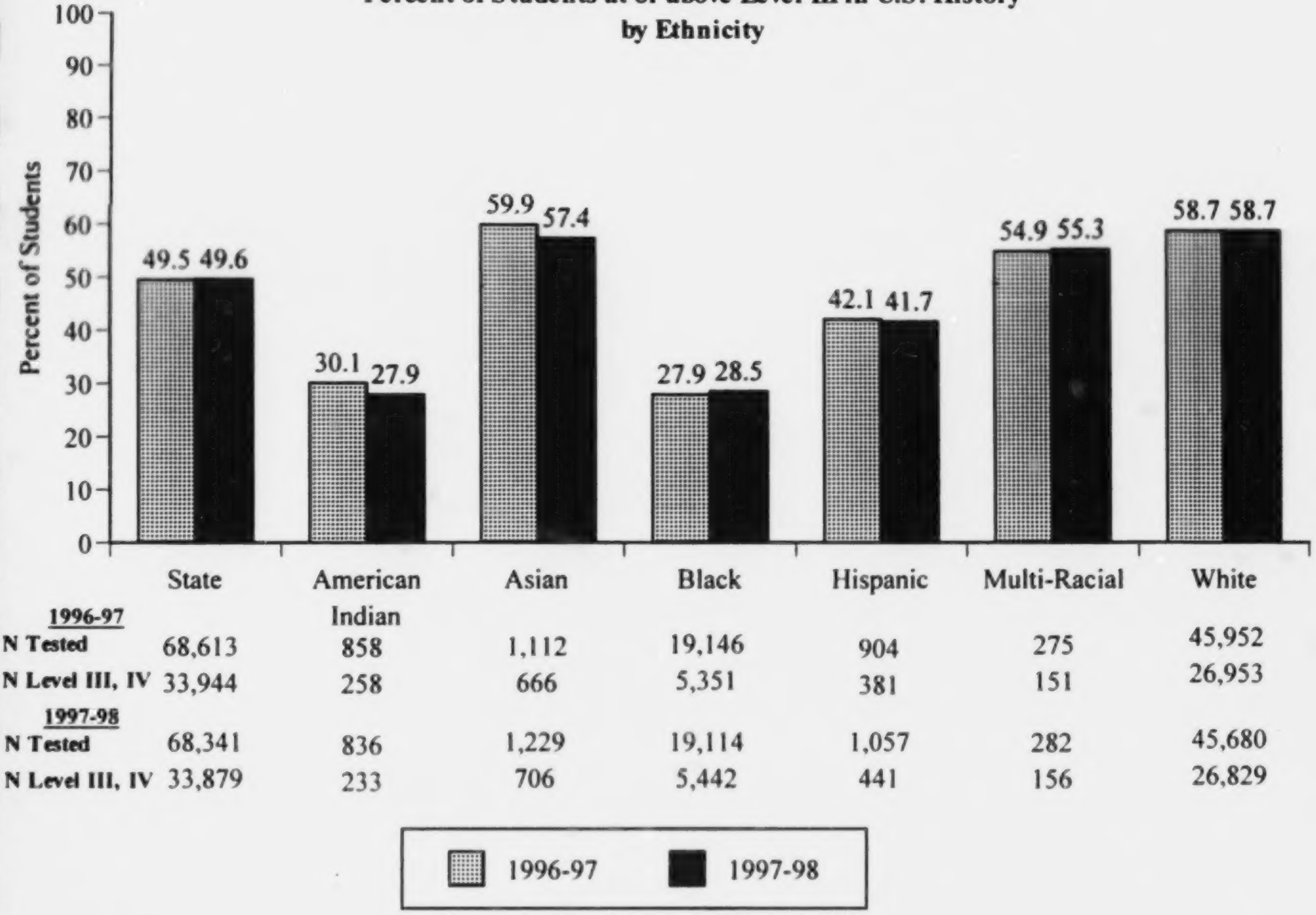
Figure 5. 1996-97 to 1997-98 End-of-Course Multiple-Choice Test Results Percent of Students at or above Level III in U.S. History by Ethnicity



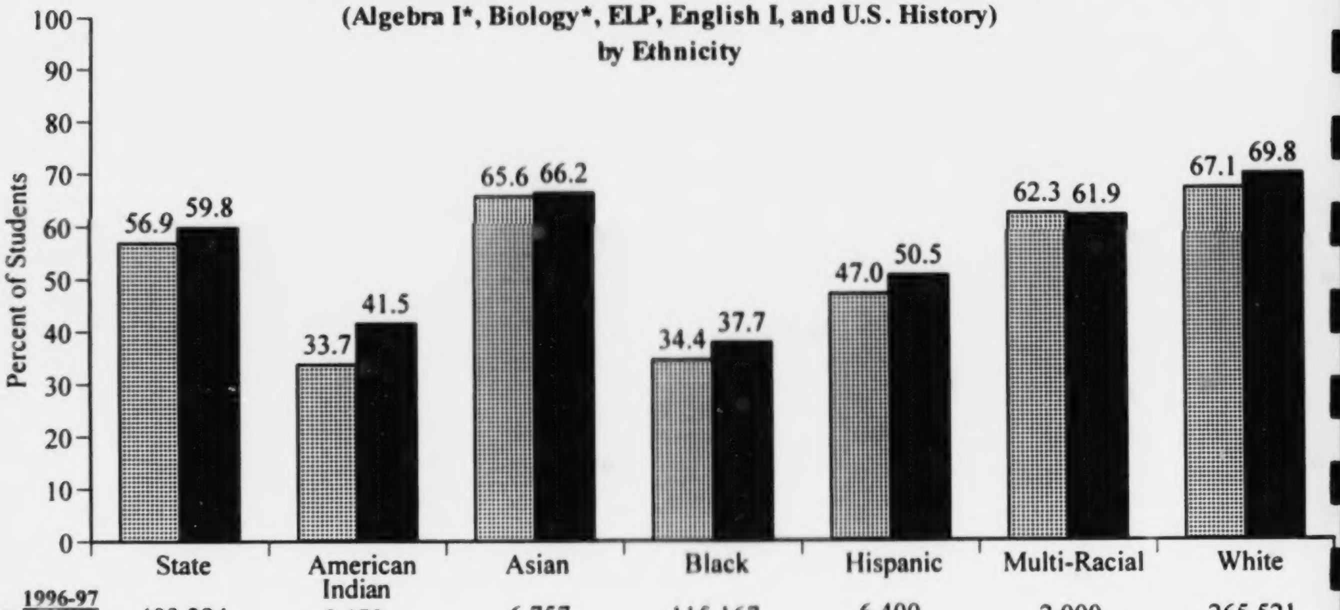
	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	68,613	858	1,112	19,146	904	275	45,952
N Level III, IV	33,944	258	666	5,351	381	151	26,953
1997-98							
N Tested	68,341	836	1,229	19,114	1,057	282	45,680
N Level III, IV	33,879	233	706	5,442	441	156	26,829

Table 3. End-of-Course Achievement Level Ranges

End-of-Course Subject	Level I	Level II	Level III	Level IV
Algebra I	23-44	45-54	55-65	66-87
Biology	25-46	47-54	55-64	65-88
Economic, Legal, & Political Systems	21-42	43-51	52-60	61-87
English I	22-42	43-51	52-60	61-85
U.S. History	27-47	48-56	57-64	65-88

Notes "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only. Data received from LEAs after October 13, 1998 are not included in this figure.

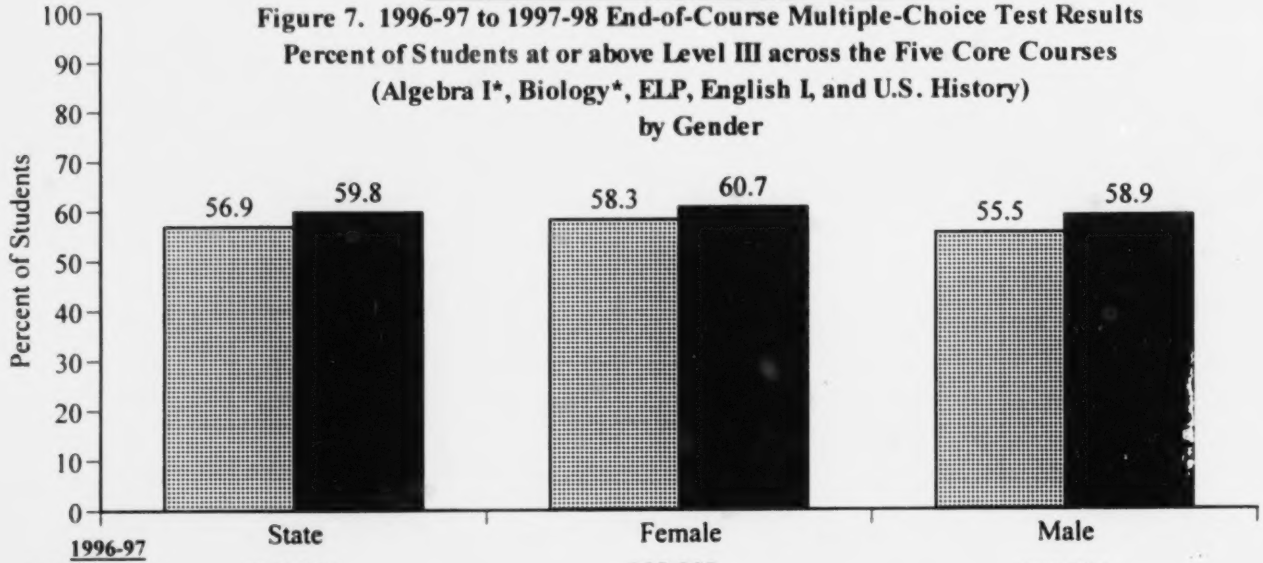
Figure 6. 1996-97 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I*, Biology*, ELP, English I, and U.S. History)
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	403,224	5,479	6,757	115,167	6,400	2,000	265,521
N Level III, IV	229,378	1,849	4,435	39,621	3,008	1,245	178,133
1997-98							
N Tested	395,924	5,214	7,119	112,744	6,933	1,844	261,402
N Level III, IV	236,954	2,163	4,716	42,485	3,503	1,141	182,574

▨ 1996-97 ■ 1997-98

Figure 7. 1996-97 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I*, Biology*, ELP, English I, and U.S. History)
by Gender



	State	Female	Male
1996-97			
N Tested	403,224	202,953	200,085
N Level III, IV	229,378	118,249	111,039
1997-98			
N Tested	395,924	199,687	196,173
N Level III, IV	236,954	121,302	115,607

Notes: *These data reflect changes made after publication of the 1996-97 Report Card.
"N Tested" and "N Level III or >" for the ethnic and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 13, 1998 are not included in these figures.

Table 4. 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, Subject, and Ethnicity

	Algebra I		Biology		ELP		English I		US History	
	N	%	N	%	N	%	N	%	N	%
American Indian										
Achievement Level I	152	15.4	212	21.3	208	19.7	323	24.1	226	27.0
Achievement Level II	342	34.8	362	36.3	332	31.4	517	38.6	377	45.1
Achievement Level III	383	38.9	359	36.0	384	36.3	392	29.2	184	22.0
Achievement Level IV	107	10.9	63	6.3	133	12.6	109	8.1	49	5.9
% Students at III or IV	**490**	**49.8**	**422**	**42.4**	**517**	**48.9**	**501**	**37.4**	**233**	**27.9**
Asian										
Achievement Level I	77	5.2	177	12.2	170	11.1	139	9.7	168	13.7
Achievement Level II	290	19.5	316	21.9	346	22.6	365	25.5	355	28.9
Achievement Level III	618	41.6	559	38.7	511	33.4	486	34.0	433	35.2
Achievement Level IV	502	33.8	393	27.2	501	32.8	440	30.8	273	22.2
% Students at III or IV	**1,120**	**75.3**	**952**	**65.9**	**1,012**	**66.2**	**926**	**64.8**	**706**	**57.4**
Black										
Achievement Level I	4,793	20.9	6,519	28.7	4,361	19.8	4,973	19.1	5,127	26.8
Achievement Level II	8,935	39.0	8,761	38.5	7,560	34.4	10,685	41.1	8,545	44.7
Achievement Level III	7,691	33.6	6,501	28.6	7,768	35.3	8,374	32.2	4,413	23.1
Achievement Level IV	1,467	6.4	968	4.3	2,292	10.4	1,982	7.6	1,029	5.4
% Students at III or IV	**9,158**	**40.0**	**7,469**	**32.8**	**10,060**	**45.8**	**10,356**	**39.8**	**5,442**	**28.5**
Hispanic										
Achievement Level I	161	11.3	266	20.1	247	16.4	282	17.4	202	19.1
Achievement Level II	443	31.2	419	31.6	427	28.4	569	35.0	414	39.2
Achievement Level III	621	43.7	513	38.7	564	37.5	551	33.9	325	30.7
Achievement Level IV	195	13.7	127	9.6	268	17.8	223	13.7	116	11.0
% Students at III or IV	**816**	**57.5**	**640**	**48.3**	**832**	**55.2**	**774**	**47.6**	**441**	**41.7**
Multi-Racial										
Achievement Level I	30	8.3	51	14.5	44	10.4	47	11.1	30	10.6
Achievement Level II	100	27.6	89	25.3	87	20.6	129	30.4	96	34.0
Achievement Level III	146	40.3	153	43.5	171	40.4	164	38.6	104	36.9
Achievement Level IV	86	23.8	59	16.8	121	28.6	85	20.0	52	18.4
% Students at III or IV	**232**	**64.1**	**212**	**60.2**	**292**	**69.0**	**249**	**58.6**	**156**	**55.3**
White										
Achievement Level I	3,715	6.7	4,273	8.2	3,224	6.4	4,322	7.5	4,620	10.1
Achievement Level II	12,863	23.0	10,796	20.8	8,516	16.8	12,268	21.4	14,231	31.2
Achievement Level III	25,350	45.4	23,951	46.2	20,973	41.3	23,309	40.7	17,090	37.4
Achievement Level IV	13,924	24.9	12,791	24.7	18,016	35.5	17,431	30.4	9,739	21.3
% Students at III or IV	**39,274**	**70.3**	**36,742**	**70.9**	**38,989**	**76.9**	**40,740**	**71.1**	**26,829**	**58.7**

	Algebra I		Biology		ELP		English I		US History	
	N	%	N	%	N	%	N	%	N	%
American Indian	984	1.2	996	1.3	1,057	1.4	1,341	1.5	836	1.2
Asian	1,487	1.8	1,445	1.8	1,528	2.0	1,430	1.6	1,229	1.8
Black	22,886	27.6	22,749	28.9	21,981	28.5	26,014	29.5	19,114	28.0
Hispanic	1,420	1.7	1,325	1.7	1,506	2.0	1,625	1.8	1,057	1.5
Multi-Racial	362	0.4	352	0.4	423	0.5	425	0.5	282	0.4
White	55,852	67.3	51,811	65.9	50,729	65.7	57,330	65.0	45,680	67.0
Total	82,991		78,678		77,224		88,165		68,198	

Notes: Due to rounding, some ethnic categories in some grades may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category or they may have coded in "Other".
Data received from LEAs after October 13, 1998 are not included in this table.

Table 5. 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, Subject, and Gender

	Male		Female	
	N	%	N	%
Algebra I				
Achievement Level I	4,920	12.1	4,026	9.5
Achievement Level II	11,300	27.7	11,711	27.6
Achievement Level III	16,632	40.8	18,218	43.0
Achievement Level IV	7,883	19.4	8,417	19.9
Students at III or IV	**24,515**	**60.2**	**26,635**	**62.9**
Biology	N	%	N	%
Achievement Level I	6,225	16.0	5,288	13.3
Achievement Level II	9,529	24.4	11,251	28.3
Achievement Level III	15,287	39.2	16,793	42.2
Achievement Level IV	7,955	20.4	6,465	16.2
Students at III or IV	**23,242**	**59.6**	**23,258**	**58.4**
ELP	N	%	N	%
Achievement Level I	4,874	12.7	3,402	8.8
Achievement Level II	7,932	20.6	9,363	24.1
Achievement Level III	14,270	37.1	16,136	41.5
Achievement Level IV	11,407	29.6	9,946	25.6
Students at III or IV	**25,677**	**66.7**	**26,082**	**67.1**
English I	N	%	N	%
Achievement Level I	6,763	15.1	3,346	7.7
Achievement Level II	13,359	29.9	11,200	25.7
Achievement Level III	16,040	35.8	17,281	39.7
Achievement Level IV	8,588	19.2	11,715	26.9
Students at III or IV	**24,628**	**55.0**	**28,996**	**66.6**
U.S. History	N	%	N	%
Achievement Level I	4,875	14.7	5,532	15.7
Achievement Level II	10,789	32.5	13,266	37.8
Achievement Level III	11,192	33.7	11,391	32.4
Achievement Level IV	6,353	19.1	4,940	14.1
Students at III or IV	**17,545**	**52.8**	**16,331**	**46.5**

	Algebra I		Biology		ELP		English I		U.S. History	
	N	%	N	%	N	%	N	%	N	%
Male	40,735	49.0	38,996	49.5	38,483	49.8	44,750	50.7	33,209	48.6
Female	42,372	51.0	39,797	50.5	38,847	50.2	43,542	49.3	35,129	51.4

Notes: Due to rounding, some categories in some grades may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
When summed, male and female N-counts may not match the state N-counts because students may not have identified themselves as male or female.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 6. 1997-98 End-of-Course Multiple-Choice Test Results Performance of Students with Disabilities or Limited English Proficiency by Subject

Subject	Category	Number Tested	Percent[1]	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	83,124	100.0	61.6	57.0
	Not Exceptional	66,742	80.4	57.2	55.7
	Academically Gifted	12,305	14.8	94.8	66.8
	Students with Disabilities	3,987	4.8		
	Behaviorally Emotionally Handicapped	261	0.3	27.2	47.9
	Hearing Impaired	91	0.1	40.7	51.6
	Educable Mentally Handicapped	473	0.6	4.4	41.2
	Specific Learning Disabled	2,572	3.1	35.6	50.8
	Speech-Language Impaired	54	0.1	57.4	55.5
	Visually Impaired	42	0.1	42.9	53.0
	Other Health Impaired	316	0.4	39.2	51.7
	Orthopedically Impaired	31	0.0	51.6	55.1
	Traumatic Brain Injured	19	0.0	*	*
	Other Exceptional Classifications	128	0.2	47.7	52.8
	Section 504	371	0.4	46.4	53.0
	Limited English Proficient	468	0.6	62.0	56.8
Biology	All Students	78,804	100.0	59.0	56.2
	Not Exceptional	65,547	83.4	56.3	55.5
	Academically Gifted	8,390	10.7	97.4	66.1
	Students with Disabilities	4,648	5.9		
	Behaviorally Emotionally Handicapped	400	0.5	18.5	46.8
	Hearing Impaired	79	0.1	31.6	50.9
	Educable Mentally Handicapped	654	0.8	4.3	42.3
	Specific Learning Disabled	2,868	3.6	33.1	50.5
	Speech-Language Impaired	47	0.1	34.0	50.7
	Visually Impaired	26	0.0	*	*
	Other Health Impaired	339	0.4	32.4	50.6
	Orthopedically Impaired	41	0.1	43.9	54.4
	Traumatic Brain Injured	23	0.0	*	*
	Other Exceptional Classifications	171	0.2	35.1	50.5
	Section 504	283	0.4	38.9	52.6
	Limited English Proficient	470	0.6	24.9	49.3

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 6. 1997-98 End-of-Course Multiple-Choice Test Results Performance of Students with Disabilities or Limited English Proficiency by Subject (continued)

Subject	Category	Number Tested	Percent[1]	Percent at or above Level III	Mean Scale Score
ELP	All Students	77,348	100.0	66.9	54.8
	Not Exceptional	64,438	83.5	66.1	54.3
	Academically Gifted	7,503	9.7	98.6	64.4
	Students with Disabilities	5,229	6.8		
	Behaviorally Emotionally Handicapped	513	0.7	25.7	44.9
	Hearing Impaired	93	0.1	40.9	47.7
	Educable Mentally Handicapped	638	0.8	7.4	40.5
	Specific Learning Disabled	3,318	4.3	36.3	47.6
	Speech-Language Impaired	77	0.1	40.3	48.4
	Visually Impaired	34	0.0	73.5	55.5
	Other Health Impaired	387	0.5	35.4	48.1
	Orthopedically Impaired	43	0.1	62.8	52.7
	Traumatic Brain Injured	9	0.0	*	*
	Other Exceptional Classifications	117	0.2	41.9	48.8
	Section 504	297	0.4	47.1	50.8
	Limited English Proficient	538	0.7	29.2	46.6
English I	All Students	88,307	100.0	60.7	53.6
	Not Exceptional	72,000	81.7	60.1	53.2
	Academically Gifted	9,011	10.2	98.7	64.3
	Students with Disabilities	7,064	8.0		
	Behaviorally Emotionally Handicapped	646	0.7	17.0	43.0
	Hearing Impaired	100	0.1	23.0	46.4
	Educable Mentally Handicapped	1,022	1.2	3.0	39.2
	Specific Learning Disabled	4,417	5.0	19.7	44.6
	Speech-Language Impaired	104	0.1	36.5	49.1
	Visually Impaired	37	0.0	43.2	50.0
	Other Health Impaired	507	0.6	28.2	47.0
	Orthopedically Impaired	42	0.0	31.0	46.7
	Traumatic Brain Injured	19	0.0	*	*
	Other Exceptional Classifications	170	0.2	39.4	49.0
	Section 504	390	0.4	41.8	50.2
	Limited English Proficient	545	0.6	18.0	45.2

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 6. 1997-98 End-of-Course Multiple-Choice Test Results Performance of Students with Disabilities or Limited English Proficiency by Subject (continued)

Subject	Category	Number Tested	Percent[1]	Percent at or above Level III	Mean Scale Score
U.S. History	All Students	68,341	100.0	49.6	56.3
	Not Exceptional	57,586	84.4	45.8	55.6
	Academically Gifted	7,216	10.6	91.9	65.2
	Students with Disabilities	3,434	5.0		
	Behaviorally Emotionally Handicapped	250	0.4	16.0	48.1
	Hearing Impaired	73	0.1	21.9	50.7
	Educable Mentally Handicapped	474	0.7	5.1	44.0
	Specific Learning Disabled	2,164	3.2	25.8	50.6
	Speech-Language Impaired	26	0.0	*	*
	Visually Impaired	38	0.1	44.7	53.6
	Other Health Impaired	238	0.3	23.5	50.8
	Orthopedically Impaired	27	0.0	*	*
	Traumatic Brain Injured	20	0.0	*	*
	Other Exceptional Classifications	124	0.2	41.1	54.1
	Section 504	281	0.4	43.8	55.1
	Limited English Proficient	425	0.6	27.3	51.4

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 7. 1997-98 End-of-Course Multiple-Choice Test Results
Performance of Students Taking Modified Tests
by Subject

Subject	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Algebra I	**All Students**	83,124	100.0	61.6	57.0
	Braille Edition	6	0.2	*	*
	Large Print	20	0.6	*	*
	Assistive Technology	2	0.1	*	*
	Braille Writer	2	0.1	*	*
	Cranmer Abacus	2	0.1	*	*
	Dictation to Scribe	23	0.7	*	*
	Interpreter Signs Test	10	0.3	*	*
	Magnification Devices	5	0.1	*	*
	Student Marks in Test Book	479	14.1	29.9	48.8
	Test Administrator Reads Test Aloud	394	11.6	25.9	48.0
	Use of Typewriter or Word Processor	3	0.1	*	*
	Hospital/Home Testing	29	0.9	*	*
	Multiple Test Sessions	93	2.7	22.6	47.4
	Scheduled Extended Time	1,213	35.7	32.2	49.7
	Testing in a Separate Room	1,024	30.1	25.1	47.7
	English/Native Language Dictionary/Electronic Translator	60	1.8	63.3	57.6
	Other	32	0.9	15.6	45.9
Biology	**All Students**	78,804	100.0	59.0	56.2
	Braille Edition	3	0.1	*	*
	Large Print	14	0.3	*	*
	Assistive Technology	4	0.1	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	16	0.3	*	*
	Interpreter Signs Test	10	0.2	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Test Book	459	10.0	23.5	48.4
	Test Administrator Reads Test Aloud	1,090	23.7	20.8	47.7
	Use of Typewriter or Word Processor	6	0.1	*	*
	Hospital/Home Testing	45	1.0	31.1	49.7
	Multiple Test Sessions	108	2.3	33.3	50.0
	Scheduled Extended Time	1,328	28.8	22.1	47.7
	Testing in a Separate Room	1,422	30.9	21.7	47.6
	English/Native Language Dictionary/Electronic Translator	61	1.3	34.4	51.0
	Other	35	0.8	20.0	50.1

Notes: *No scores are reported for groups with fewer than thirty students

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%

Data received from LEAs after October 13, 1998 are not included in this table.

Table 7. 1997-98 End-of-Course Multiple-Choice Test Results
Performance of Students Taking Modified Tests
by Subject (continued)

Subject	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
ELP	All Students	77,348	100.0	66.9	54.8
	Braille Edition	3	0.1	*	*
	Large Print	18	0.3	*	*
	Assistive Technology	2	0.0	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	15	0.3	*	*
	Interpreter Signs Test	11	0.2	*	*
	Magnification Devices	3	0.1	*	*
	Student Marks in Test Book	521	10.0	31.5	46.7
	Test Administrator Reads Test Aloud	1,250	23.9	25.8	45.6
	Use of Typewriter or Word Processor	3	0.1	*	*
	Hospital/Home Testing	51	1.0	51.0	49.5
	Multiple Test Sessions	136	2.6	32.4	46.5
	Scheduled Extended Time	1,410	26.9	26.4	45.5
	Testing in a Separate Room	1,668	31.9	26.4	45.5
	English/Native Language Dictionary/Electronic Translator	104	2.0	26.9	45.9
	Other	37	0.7	27.0	46.6
English I	All Students	88,307	100.0	60.7	53.6
	Braille Edition	5	0.1	*	*
	Large Print	30	0.5	46.7	48.9
	Assistive Technology	4	0.1	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	13	0.2	*	*
	Interpreter Signs Test	7	0.1	*	*
	Magnification Devices	5	0.1	*	*
	Student Marks in Test Book	741	12.9	15.4	43.4
	Test Administrator Reads Test Aloud	277	4.8	20.2	43.2
	Use of Typewriter or Word Processor	0	0.0	*	*
	Hospital/Home Testing	51	0.9	27.5	47.1
	Multiple Test Sessions	256	4.5	13.3	42.4
	Scheduled Extended Time	2,183	38.1	12.6	42.7
	Testing in a Separate Room	2,051	35.8	11.6	42.4
	English/Native Language Dictionary/Electronic Translator	73	1.3	16.4	45.0
	Other	30	0.5	26.7	44.6

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%

Data received from LEAs after October 13, 1998 are not included in this table.

Table 7. 1997-98 End-of-Course Multiple-Choice Test Results
Performance of Students Taking Modified Tests
by Subject (continued)

Subject	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
U.S. History	**All Students**	**68,341**	**100.0**	**49.6**	**56.3**
	Braille Edition	6	0.2	*	*
	Large Print	20	0.6	*	*
	Assistive Technology	1	0.0	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	9	0.3	*	*
	Interpreter Signs Test	6	0.2	*	*
	Magnification Devices	1	0.0	*	*
	Student Marks in Test Book	315	9.9	18.1	49.4
	Test Administrator Reads Test Aloud	813	25.4	16.7	48.6
	Use of Typewriter or Word Processor	1	0.0	*	*
	Hospital/Home Testing	38	1.2	28.9	51.9
	Multiple Test Sessions	74	2.3	23.0	48.7
	Scheduled Extended Time	805	25.2	19.9	49.1
	Testing in a Separate Room	1,011	31.6	17.7	48.7
	English/Native Language Dictionary/Electronic Translator	66	2.1	30.3	51.5
	Other	30	0.9	10.0	45.2

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 8. 1997-98 End-of-Course Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency by Subject

Subject	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Algebra I	Behaviorally-Emotionally Handicapped	2	0	0	0	1	0	0	1
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	13	0	0	0	10	0	0	3
	Specific Learning Disabled	19	0	0	0	12	1	1	5
	Speech-Language Impaired	5	3	1	0	0	0	1	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	1	0	0	0	1	0	0	0
	Orthopedically Impaired	2	0	0	0	1	0	1	0
	Traumatic Brain Impaired	1	0	0	0	1	0	0	0
	Other Exceptional Classifications	7	0	0	0	6	0	0	1
	Section 504	3	0	0	0	0	1	1	1
	Limited English Proficient	58	31	14	0	0	0	0	13
	Total	111	34	15	0	32	2	4	24
Biology	Behaviorally-Emotionally Handicapped	16	0	0	0	11	0	1	4
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	75	0	0	0	75	0	0	0
	Specific Learning Disabled	13	1	0	0	11	0	1	0
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	4	0	0	0	2	0	1	1
	Orthopedically Impaired	2	0	0	0	2	0	0	0
	Traumatic Brain Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	10	2	1	0	5	0	1	1
	Section 504	7	0	0	0	0	3	0	4
	Limited English Proficient	76	50	21	0	2	3	0	0
	Total	203	53	22	0	108	6	4	10
ELP	Behaviorally-Emotionally Handicapped	13	0	0	0	12	0	0	1
	Hearing Impaired	3	0	1	0	2	0	0	0
	Educable Mentally Handicapped	99	0	0	0	99	0	0	0
	Specific Learning Disabled	23	2	1	0	20	0	0	0
	Speech-Language Impaired	4	1	3	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	4	0	0	0	3	0	1	0
	Orthopedically Impaired	2	0	0	0	2	0	0	0
	Traumatic Brain Impaired	1	0	0	0	1	0	0	0
	Other Exceptional Classifications	14	4	2	0	5	2	0	1
	Section 504	7	0	0	0	4	3	0	0
	Limited English Proficient	138	94	44	0	0	0	0	0
	Total	308	101	51	0	148	5	1	2

Notes: *Limited English Proficient students may be exempted for up to two years, depending on their level of English proficiency.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 8. 1997-98 End-of-Course Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency by Subject (continued)

Subject	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
English I	Behaviorally-Emotionally Handicapped	27	0	0	0	24	0	1	2
	Hearing Impaired	3	0	1	0	2	0	0	0
	Educable Mentally Handicapped	134	1	0	0	133	0	0	0
	Specific Learning Disabled	83	0	0	0	78	1	1	3
	Speech-Language Impaired	3	0	2	0	1	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	8	0	0	0	7	0	1	0
	Orthopedically Impaired	1	0	0	0	1	0	0	0
	Traumatic Health Impaired	1	0	0	0	1	0	0	0
	Other Exceptional Classifications	11	1	1	0	7	2	0	0
	Section 504	8	0	0	0	1	7	0	0
	Limited English Proficient	205	146	47	0	2	1	0	9
	Total	484	148	51	0	257	11	3	14
U.S. History	Behaviorally-Emotionally Handicapped	3	0	0	0	3	0	0	0
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	41	0	0	0	41	0	0	0
	Specific Learning Disabled	17	0	0	0	16	0	0	1
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	3	0	0	0	3	0	0	0
	Orthopedically Impaired	1	0	0	0	1	0	0	0
	Traumatic Health Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	5	0	1	0	3	1	0	0
	Section 504	5	0	0	0	1	4	0	0
	Limited English Proficient	50	26	23	0	1	0	0	0
	Total	125	26	24	0	69	5	0	1

Notes: *Limited English Proficient students may be exempted for up to two years, depending on their level of English proficiency.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 9. 1997-98 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra I

	N	Percent	Percent at or above Level III
All Students	83,124	100.0	61.6
Gender			
Male	40,735	49.0	60.2
Female	42,372	51.0	62.9
Ethnic Group			
American Indian	984	1.2	49.8
Asian	1,487	1.8	75.3
Black	22,886	27.5	40.0
Hispanic	1,420	1.7	57.5
Multi-Racial	362	0.4	64.1
White	55,852	67.2	70.3
Other	112	0.1	56.3
Grade Level			
7	1,178	1.4	94.3
8	19,890	23.9	86.8
9	32,862	39.6	67.9
10	19,140	23.0	40.2
11	7,086	8.5	28.4
12	2,909	3.5	24.6
Post High School Plans			
Seek employment	3,320	4.0	33.0
Military service	4,351	5.3	43.3
Trade/Business school	2,126	2.6	34.2
Community/Junior college	11,910	14.5	45.0
Four-year college	49,942	60.7	72.3
Undecided	8,846	10.7	54.6
Other	1,832	2.2	45.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,359	16.1	94.1
B	21,382	25.8	82.0
C	21,712	26.2	59.3
D	16,380	19.8	37.7
F	9,911	12.0	18.3
Parental Education			
Less than High School	5,438	6.7	44.8
High School	24,970	30.9	54.1
Trade School	3,646	4.5	54.3
Community/Junior College	16,756	20.7	61.7
Four Year College	20,728	25.6	70.2
Graduate Degree	9,346	11.6	78.1
Hours of Homework Assigned Per Week			
None assigned	1,792	2.2	33.2
Less than 1 hour	3,102	3.8	41.5
1 to 1.5 hours	22,940	27.7	53.7
1.5 to 2 hours	24,381	29.5	59.3
2 to 3 hours	12,747	15.4	67.6
More than 3 hours	10,390	12.6	75.2
Assigned but not done	7,345	8.9	81.1
Algebra I Levels			
Enrolled in Algebra 1B	5,926	38.7	38.3
Enrolled in regular Algebra I	8,653	56.6	65.7
Enrolled in honors Algebra I	715	4.7	70.2

Data received from LEAs after October 13, 1998 are not included in this table.

Table 10. 1997-98 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Biology

	N	Percent	Percent at or above Level III
All Students	78,804	100.0	59.0
Gender			
Male	38,996	49.5	59.6
Female	39,797	50.5	58.4
Ethnic Group			
American Indian	996	1.3	42.4
Asian	1,445	1.8	65.9
Black	22,749	28.9	32.8
Hispanic	1,325	1.7	48.3
Multi-Racial	352	0.4	60.2
White	51,811	65.8	70.9
Other	100	0.1	56
Grade Level			
9	21,490	27.3	68.7
10	51,555	65.5	57.2
11	4,510	5.7	37.9
12	1,142	1.5	42.5
Post High School Plans			
Seek employment	3,292	4.2	33.8
Military service	4,228	5.4	41.1
Trade/Business school	2,241	2.9	31.7
Community/Junior College	11,550	14.8	45.3
Four-year college	46,222	59.3	70.3
Undecided	8,685	11.1	48.5
Other	1,765	2.3	36.9

	N	Percent	Percent at or abov Level III
Anticipated Final Grade			
A	10,663	13.6	91.5
B	20,431	26.0	78.4
C	22,546	28.7	57.3
D	15,967	20.3	36.7
F	8,964	11.4	20.7
Parental Education			
Less than High School	5,486	7.2	32.9
High School	23,703	30.9	48.7
Trade School	3,691	4.8	56.5
Community College	15,658	20.4	59.5
Four Year College	18,973	24.7	70.6
Graduate Degree	9,153	11.9	80.4
Hours of Homework Assigned Per Week			
None assigned	3,388	4.3	44.9
Less than 1 hour	3,633	4.6	49.2
1 to 1.5 hours	25,470	32.5	54.4
1.5 to 2 hours	22,419	28.6	57.4
2 to 3 hours	10,668	13.6	64.1
More than 3 hours	7,644	9.8	71.9
Assigned but not done	5,177	6.6	76.7

Data received from LEAs after October 13, 1998 are not included in this table.

Table 11. 1997-98 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking ELP

	N	Percent	Percent at or above Level III
All Students	77,348	100.0	66.9
Gender			
Male	38,483	49.8	66.7
Female	38,847	50.2	67.1
Ethnic Group			
American Indian	1,057	1.4	48.9
Asian	1,528	2.0	66.2
Black	21,981	28.4	45.8
Hispanic	1,506	1.9	55.2
Multi-Racial	423	0.5	69.0
White	50,729	65.6	76.9
Other	90	0.1	61.1
Grade Level			
9	63,034	81.6	66.9
10	8,094	10.5	60.7
11	2,073	2.7	67.3
12	4,076	5.3	79.2
Post High School Plans			
Seek employment	3,450	4.5	39.7
Military service	4,525	5.9	51.7
Trade/Business school	1,924	2.5	43.0
Community/Junior college	9,489	12.4	58.4
Four-year college	46,157	60.2	76.9
Undecided	8,940	11.7	56.0
Other	2,183	2.8	40.1

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,359	17.3	95.4
B	19,951	25.9	84.9
C	21,182	27.5	66.0
D	14,025	18.2	43.7
F	8,518	11.1	20.9
Parental Education			
Less than High School	6,131	8.2	42.2
High School	23,311	31.0	57.5
Trade School	3,186	4.2	65.7
Community College	14,608	19.4	71.5
Four Year College	19,223	25.6	77.1
Graduate Degree	8,758	11.6	83.8
Hours of Homework Assigned Per Week			
None assigned	4,175	5.4	58.9
Less than 1 hour	3,412	4.4	49.4
1 to 1.5 hours	28,147	36.6	65.8
1.5 to 2 hours	21,852	28.4	66.6
2 to 3 hours	9,850	12.8	71.3
More than 3 hours	6,180	8.0	75.7
Assigned but not done	3,380	4.4	79.8

Data received from LEAs after October 13, 1998 are not included in this table.

Table 12. 1997-98 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking English I

	N	Percent	Percent at or above Level III
All Students	88,307	100.0	60.7
Gender			
Male	44,750	50.7	55.0
Female	43,542	49.3	66.6
Ethnic Group			
American Indian	1,341	1.5	37.4
Asian	1,430	1.6	64.8
Black	26,014	29.5	39.8
Hispanic	1,625	1.8	47.6
Multi-Racial	425	0.5	58.6
White	57,330	64.9	71.1
Other	119	0.1	57.1
Grade Level			
9	86,286	97.8	61.3
10	1,632	1.9	32.2
11	201	0.2	35.8
12	74	0.1	51.4
Post High School Plans			
Seek employment	4,164	4.8	30.5
Military service	5,375	6.1	41.1
Trade/Business school	2,213	2.5	32.3
Community/Junior college	9,417	10.8	50.0
Four-year college	52,026	59.5	72.7
Undecided	11,336	13.0	49.8
Other	2,950	3.4	31.0

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	11,577	13.2	91.2
B	23,667	27.0	80.4
C	25,444	29.0	59.5
D	16,588	18.9	38.7
F	10,374	11.8	21.2
Parental Education			
Less than High School	7,684	9.0	35.6
High School	27,737	32.4	51.8
Trade School	3,572	4.2	55.7
Community College	16,504	19.3	66.3
Four Year College	20,835	24.3	72.1
Graduate Degree	9,255	10.8	80.2
Hours of Homework Assigned Per Week			
None assigned	3,788	4.3	38.9
Less than 1 hour	3,809	4.3	39.5
1 to 1.5 hours	28,820	32.8	55.8
1.5 to 2 hours	25,690	29.2	61.0
2 to 3 hours	12,433	14.1	68.6
More than 3 hours	8,445	9.6	73.9
Assigned but not done	4,918	5.6	80.1

Data received from LEAs after October 13, 1998 are not included in this table.

Table 13. 1997-98 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking U.S. History

	N	Percent	Percent at or above Level III
All Students	68,341	100.0	49.6
Gender			
Male	33,209	48.6	52.8
Female	35,129	51.4	46.5
Ethnic Group			
American Indian	836	1.2	27.9
Asian	1,229	1.8	57.4
Black	19,114	28.0	28.5
Hispanic	1057	1.5	41.7
Multi-Racial	282	0.4	55.3
White	45,680	66.9	58.7
Other	116	0.2	45.7
Grade Level			
9	686	1.0	29.9
10	4,136	6.1	26.7
11	58,147	85.1	52.5
12	5,322	7.8	38.3
Post High School Plans			
Seek employment	3,000	4.4	22.1
Military service	3,520	5.2	32.5
Trade/Business school	2,058	3.0	27.9
Community/Junior college	14,554	21.5	31.8
Four-year college	37,565	55.5	63.8
Undecided	5,769	8.5	38.4
Other	1,248	1.8	35.9

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	8,883	13.1	85.2
B	17,528	25.8	68.5
C	21,010	30.9	45.4
D	14,535	21.4	26.6
F	6,103	9.0	13.4
Parental Education			
Less than High School	4,301	6.5	25.4
High School	19,753	29.7	37.8
Trade School	3,681	5.5	47.8
Community College	14,496	21.8	47.5
Four Year College	16,026	24.1	61.2
Graduate Degree	8,283	12.4	74.7
Hours of Homework Assigned Per Week			
None assigned	2,532	3.7	38.4
Less than 1 hour	2,934	4.3	51.6
1 to 1.5 hours	20,936	30.8	45.0
1.5 to 2 hours	18,558	27.3	44.4
2 to 3 hours	9,421	13.9	51.3
More than 3 hours	7,211	10.6	58.8
Assigned but not done	6,369	9.4	71.2

Data received from LEAs after October 13, 1998 are not included in this table.

Table 14. 1997-98 End-of-Course Goal Summary Report
Algebra I

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1994 State Average of 55.1 is the point of comparison for Algebra I Scale Scores	83,124	81	57.0
GOAL 1: Use the Language of Algebra		32	51.6
GOAL 2: Perform operations with real numbers		80	55.3
GOAL 3: Solve equations and inequalities with one variable		104	53.4
GOAL 4: Demonstrate an elementary understanding of relations and functions		80	52.6
GOAL 5: Graph and use linear equations and inequalities		88	55.0
GOAL 6: Graph and solve systems of linear equations and inequalities		56	54.6
GOAL 7: Perform operations with polynomials		88	54.5
GOAL 8: Work with ratios, proportions, and percents		32	53.4
GOAL 9: Explore, graph, and interpret nonlinear equations		88	55.1
Basic Operations and Equations (Goals 1-3)		216	55.3
Linear Relationships (Goals 4-6)		224	56.0
Ratios, Proportions and Percents, and Non-linear Relationships (Goals 7-9)		208	56.7

NUMBER OF STUDENTS TAKING FORM	M	N	O	P	S	V	W	X
	22,553	32	25	22,545	22,467	5,186	5,183	5,133

*"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 15. 1997-98 End-of-Course Goal Summary Report
Biology

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 State Average of 55.5 is a point of comparison for Biology Scale Scores.	78,804	95	56.2
SKILL GOALS			
GOAL 1: Develop an Understanding of the Nature of Science		20	52.7
GOAL 2: Develop the Ability to Use Science Process Skills		289	55.8
GOAL 3: Develop the Ability to Use Science Manipulative Skills		12	51.8
GOAL 5: Have an Understanding of the Relevance of Current Topics in Biology		24	52.2
Conceptual Knowledge: Understand the Fundamental Concepts, Principles, and Facts of Science		225	55.4
CONTENT GOALS			
GOAL 6: Understand the Chemical and Physical Basis of Life.		180	54.2
GOAL 7: Understand the Continuity of Life		228	55.6
GOAL 8: Have an Understanding of Ecology		162	56.3

NUMBER OF STUDENTS TAKING FORM	J	K	L	M	N	O
	8,613	26,272	17,745	17,583	21	8,570

*"Number of Observations" includes students who attempted at least one item on the test.
Each item (question) is used in both the "Skill" and "Content" goal areas.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 16. 1997-98 End-of-Course Goal Summary Report
Economic, Legal, and Political Systems

	Number of Observations	Number of Items /Area	Mean* Scale Score
The 1997 State Average of 53.8 is the point of comparison for ELP Scale Scores	77,351	100	54.8
GOAL 1: Awareness and Understanding of Issues and Problems Confronting the American Economic, Legal, and Political Systems		56	51.8
GOAL 2: Knowledge of the Rights and an Understanding of the Obligations of Responsible Citizenship		70	52.3
GOAL 3: Understand How and Why Individuals and Groups Make Economic Decisions		60	53.4
GOAL 4: Know Features of the Economic System of the United States		66	52.6
GOAL 5: Understand Factors Influencing the United States Economy		66	52.8
GOAL 6: Understand the Function and Importance of the North Carolina and United States Constitutions		66	53.5
GOAL 7: Know the Structure and Functions of Local, State, and National Governments and Understand their Relationship		60	53.1
GOAL 8: Understand Why Laws are Needed and How they are Enacted, Implemented, and Enforced		66	54.2
GOAL 9: Understand How Political and Legal Systems Provide for Balancing Competing Interests and Resolving Conflicts		60	53.4
GOAL 10: Understand the Influence of Ethical and Moral Principles and Religious Beliefs on the Development of our Economic, Legal, and Political Systems		30	53.3
Economics		318	53.8
Law and Government		282	55.1

NUMBER OF STUDENTS TAKING FORM	A	B	C	D	E	F
	8,099	17,818	8,053	17,738	7,952	17,691

*"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 17. 1997-98 End-of-Course Goal Summary Report
English I

	Number of Observations*	Number of Items /Area	Mean* Scale Score
The 1995 State Average of 53.1 is the point of comparison for English I Scale Scores	88,307	72	53.6
GOAL 1: Use strategies and processes that enhance control of communication skills development		153	51.9
GOAL 2: Use language for the acquisition, interpretation, and application of information		130	54.1
OBJ 2.1: Identify, collect, or select information and ideas		9	51.7
OBJ 2.2: Analyze, synthesize, and organize information and discover related ideas, concepts, and generalizations		104	53.7
OBJ 2.3: Apply, extend, and expand on information and concepts		17	51.9
GOAL 3: Use language for critical analysis and evaluation		77	53.3
GOAL 4: Use language for aesthetic and personal response (not tested)			
Editing		150	51.9
Textual Analysis		210	54.1

NUMBER OF STUDENTS TAKING FORM	J	L	M	N	O
	9,165	48	20,383	29,294	29,417

*"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after October 13, 1998 are not included in this table.

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Table 18. 1997-98 End-of-Course Goal Summary Report
U.S. History

	Number of Observations	Number of Items /Area	Mean* Scale Score
The 1995 State Average of 56.2 is the point of comparison for U.S. History Scale Scores.	68,341	100	56.3
GOAL 1: Analyze elements in the American Colonial experience that led to separation from England		58	53.1
GOAL 2: Apply ideas of self government as expressed in America's founding documents		66	53.2
GOAL 3: Judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815)		48	52.7
GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850		76	53.4
GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government		56	52.7
GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries		48	52.7
GOAL 7: Analyze the causes and effects of the United States involvement in international affairs		80	53.2
GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s		64	53.8
GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era		80	54.1
GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century		80	55.4
GOAL 11: Analyze changes in American political life in the last half-century		80	55.1
GOAL 12: Evaluate the conduct of United States foreign policy over the last half-century		64	55.0

NUMBER OF STUDENTS TAKING FORM	N	O	P	S	T	U	V	W
	19	15	15,811	7,101	7,010	6,927	15,716	15,742

*"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 19. 1997-98 End-of-Course Distribution of Scale Scores
Algebra I

NUMBER OF STUDENTS WITH VALID SCORES*	83,124	HIGH SCORE	87
		LOW SCORE	25
MEAN	57.0	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	23-44
STANDARD DEVIATION	9.7	LEVEL II	45-54
		LEVEL III	55-65
		LEVEL IV	66-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
87	3	83124	0.00	100.00
86	23	83121	0.03	100.00
85	33	83098	0.04	99.97
84	75	83065	0.09	99.93
83	58	82990	0.07	99.84
82	164	82932	0.20	99.77
81	154	82768	0.19	99.57
80	208	82614	0.25	99.39
79	217	82406	0.26	99.14
78	277	82189	0.33	98.88
77	444	81912	0.53	98.54
76	507	81468	0.61	98.01
75	641	80961	0.77	97.40
74	755	80320	0.91	96.63
73	786	79565	0.95	95.72
72	948	78779	1.14	94.77
71	1587	77831	1.91	93.63
70	1442	76244	1.73	91.72
69	1332	74802	1.60	89.99
68	2238	73470	2.69	88.39
67	1808	71232	2.18	85.69
66	2606	69424	3.14	83.52
65	2364	66818	2.84	80.38
64	3030	64454	3.65	77.54
63	3044	61424	3.66	73.89
62	2636	58380	3.17	70.23
61	3537	55744	4.26	67.06
60	3254	52207	3.91	62.[illegible]
59	2735	48953	3.29	58.89
58	4061	46218	4.89	55.60
57	3329	42157	4.00	50.72
56	2919	38828	3.51	46.71
55	3951	35909	4.75	43.20
54	2581	31958	3.10	38.45
53	3291	29377	3.96	35.34
52	2190	26086	2.63	31.38
51	3559	23896	4.28	28.75
50	1998	20337	2.40	24.47
49	1814	18339	2.18	22.06
48	2539	16525	3.05	19.88
47	1979	13986	2.38	16.83
46	1625	12007	1.95	14.44
45	1436	10382	1.73	12.49
44	1329	8946	1.60	10.76
43	1220	7617	1.47	9.16
42	1147	6397	1.38	7.70
41	1002	5250	1.21	6.32
40	832	4248	1.00	5.11
39	779	3416	0.94	4.11
38	603	2637	0.73	3.17
37	549	2034	0.66	2.45
36	464	1485	0.56	1.79
35	383	1021	0.46	1.23
LESS THAN 35	638	638	0.77	0.77

*Students with valid scores are those students who attempted at least one item on the test

Table 20. 1997-98 End-of-Course Distribution of Scale Scores
Biology

NUMBER OF STUDENTS WITH VALID SCORES*	78,804	HIGH SCORE	88
		LOW SCORE	26
MEAN	56.2	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	25-46
STANDARD DEVIATION	8.8	LEVEL II	47-54
		LEVEL III	55-64
		LEVEL IV	65-88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
88	1	78804	0.00	100.00
86	3	78803	0.00	100.00
85	1	78800	0.00	99.99
84	14	78799	0.02	99.99
83	12	78785	0.02	99.98
82	20	78773	0.03	99.96
81	16	78753	0.02	99.94
80	63	78737	0.08	99.91
79	73	78674	0.09	99.84
78	125	78601	0.16	99.74
77	130	78476	0.16	99.58
76	253	78346	0.32	99.42
75	389	78093	0.49	99.10
74	279	77704	0.35	98.60
73	573	77425	0.73	98.25
72	740	76852	0.94	97.52
71	961	76112	1.22	96.58
70	946	75151	1.20	95.36
69	1242	74205	1.58	94.16
68	1775	72963	2.25	92.59
67	2069	71188	2.63	90.34
66	2266	69119	2.88	87.71
65	2470	66853	3.13	84.83
64	2390	64383	3.03	81.70
63	2694	61993	3.42	78.67
62	2952	59299	3.75	75.25
61	2988	56347	3.79	71.50
60	3308	53359	4.20	67.71
59	3602	50051	4.57	63.51
58	3550	46449	4.50	58.94
57	3576	42899	4.54	54.44
56	3610	39323	4.58	49.90
55	3415	35713	4.33	45.32
54	3555	32298	4.51	40.99
53	2871	28743	3.64	36.47
52	2670	25872	3.39	32.83
51	2999	23202	3.81	29.44
50	2584	20203	3.28	25.64
49	2480	17619	3.15	22.36
48	1883	15139	2.39	19.21
47	1742	13256	2.21	16.82
46	2121	11514	2.69	14.61
45	1406	9393	1.78	11.92
44	1167	7987	1.48	10.14
43	1244	6820	1.58	8.65
42	1185	5576	1.50	7.08
41	878	4391	1.11	5.57
40	788	3513	1.00	4.46
39	917	2725	1.16	3.46
38	509	1808	0.65	2.29
37	394	1299	0.50	1.65
36	313	905	0.40	1.15
LESS THAN 36	592	592	0.75	0.75

*Students with valid scores are those students who attempted at least one item on the test

Table 21. 1997-98 End-of-Course Distribution of Scale Scores Economic, Legal, and Political Systems

NUMBER OF STUDENTS WITH VALID SCORES*	77,351
MEAN	54.8
STANDARD DEVIATION	9.1

HIGH SCORE	84
LOW SCORE	22

ACHIEVEMENT LEVEL RANGES

LEVEL I	21-42
LEVEL II	43-51
LEVEL III	52-60
LEVEL IV	61-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
84	3	77351	0.00	100.00
83	2	77348	0.00	100.00
82	10	77346	0.01	99.99
81	12	77336	0.02	99.98
80	35	77324	0.05	99.97
79	28	77289	0.04	99.92
78	22	77261	0.03	99.88
77	107	77239	0.14	99.86
76	100	77132	0.13	99.72
75	204	77032	0.26	99.59
74	223	76828	0.29	99.32
73	319	76605	0.41	99.04
72	547	76286	0.71	98.62
71	748	75739	0.97	97.92
70	767	74991	0.99	96.95
69	904	74224	1.17	95.96
68	1367	73320	1.77	94.79
67	1593	71953	2.06	93.02
66	1419	70360	1.83	90.96
65	2046	68941	2.65	89.13
64	2423	66895	3.13	86.48
63	2434	64472	3.15	83.35
62	2966	62038	3.83	80.20
61	3081	59072	3.98	76.37
60	3021	55991	3.91	72.39
59	3370	52970	4.36	68.48
58	3683	49600	4.76	64.12
57	3231	45917	4.18	59.36
56	3679	42686	4.76	55.18
55	3807	39007	4.92	50.43
54	3215	35200	4.16	45.51
53	3013	31985	3.90	41.35
52	3393	28972	4.39	37.46
51	2522	25579	3.26	33.07
50	2321	23057	3.00	29.81
49	2476	20736	3.20	26.81
48	2367	18260	3.06	23.61
47	2009	15893	2.60	20.55
46	1596	13884	2.06	17.95
45	1543	12288	1.99	15.89
44	1404	10745	1.82	13.89
43	1063	9341	1.37	12.08
42	1364	8278	1.76	10.70
41	922	6914	1.19	8.94
40	850	5992	1.10	7.75
39	1053	5142	1.36	6.65
38	911	4089	1.18	5.29
37	559	3178	0.72	4.11
36	559	2619	0.72	3.39
35	602	2060	0.78	2.66
34	506	1458	0.65	1.88
33	331	952	0.43	1.23
LESS THAN 33	621	621	0.80	0.80

*Students with valid scores are those students who attempted at least one item on the test.

Table 22. 1997-98 End-of-Course Distribution of Scale Scores
English I

NUMBER OF STUDENTS WITH VALID SCORES*	88,307	HIGH SCORE	84
		LOW SCORE	22
MEAN	53.6	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	22-42
STANDARD DEVIATION	8.8	LEVEL II	43-51
		LEVEL III	52-60
		LEVEL IV	61-85

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
84	2	88307	0.00	100.00
83	2	88305	0.00	100.00
82	1	88303	0.00	100.00
81	19	88302	0.02	99.99
80	2	88283	0.00	99.97
79	44	88281	0.05	99.97
78	40	88237	0.05	99.92
77	59	88197	0.07	99.88
76	103	88138	0.12	99.81
75	141	88035	0.16	99.69
74	131	87894	0.15	99.53
73	284	87763	0.32	99.38
72	392	87479	0.44	99.06
71	399	87087	0.45	98.62
70	577	86688	0.65	98.17
69	967	86111	1.10	97.51
68	947	85144	1.07	96.42
67	1220	84197	1.38	95.35
66	2008	82977	2.27	93.96
65	1835	80969	2.08	91.69
64	1761	79134	1.99	89.61
63	3319	77373	3.76	87.62
62	1969	74054	2.23	83.86
61	4084	72085	4.62	81.63
60	3153	68001	3.57	77.01
59	3860	64848	4.37	73.43
58	3435	60988	3.89	69.06
57	3887	57553	4.40	65.17
56	3582	53666	4.06	60.77
55	4768	50084	5.40	56.72
54	2873	45316	3.25	51.32
53	4256	42443	4.82	48.06
52	3512	38187	3.98	43.24
51	3454	34675	3.91	39.27
50	3705	31221	4.20	35.36
49	2896	27516	3.28	31.16
48	3218	24620	3.64	27.88
47	2544	21402	2.88	24.24
46	2819	18858	3.19	21.36
45	1987	16039	2.25	18.16
44	1808	14052	2.05	15.91
43	2134	12244	2.42	13.87
42	1509	10110	1.71	11.45
41	1459	8601	1.65	9.74
40	1307	7142	1.48	8.09
39	1155	5835	1.31	6.61
38	864	4680	0.98	5.30
37	932	3816	1.06	4.32
36	771	2884	0.87	3.27
35	580	2113	0.66	2.39
34	512	1533	0.58	1.74
33	319	1021	0.36	1.16
LESS THAN 33	702	702	0.79	0.79

*Students with valid scores are those students who attempted at least one item on the test

Table 23. 1997-98 End-of-Course Distribution of Scale Score
U.S. History

NUMBER OF STUDENTS WITH VALID SCORES*	68,341
MEAN	56.3
STANDARD DEVIATION	8.4

HIGH SCORE	88
LOW SCORE	26

ACHIEVEMENT LEVEL RANGES

LEVEL I	27-47
LEVEL II	48-56
LEVEL III	57-64
LEVEL IV	65-88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
88	1	68341	0.00	100.00
87	3	68340	0.00	100.00
86	3	68337	0.00	99.99
85	1	68334	0.00	99.99
84	12	68333	0.02	99.99
83	13	68321	0.02	99.97
82	24	68308	0.04	99.95
81	40	68284	0.06	99.92
80	70	68244	0.10	99.86
79	83	68174	0.12	99.76
78	94	68091	0.14	99.63
77	139	67997	0.20	99.50
76	218	67858	0.32	99.29
75	250	67640	0.37	98.97
74	416	67390	0.61	98.61
73	438	66974	0.64	98.00
72	466	66536	0.68	97.36
71	783	66070	1.15	96.68
70	863	65287	1.26	95.53
69	1061	64424	1.55	94.27
68	1357	63363	1.99	92.72
67	1475	62006	2.16	90.73
66	1652	60531	2.42	88.57
65	1832	58879	2.68	86.15
64	2113	57047	3.09	83.47
63	2721	54934	3.98	80.38
62	2493	52213	3.65	76.40
61	2674	49720	3.91	72.75
60	3581	47046	5.24	68.84
59	2913	43465	4.26	63.60
58	3073	40552	4.50	59.34
57	3017	37479	4.41	54.84
56	2988	34462	4.37	50.43
55	2819	31474	4.12	46.05
54	3165	28655	4.63	41.93
53	3260	25490	4.77	37.30
52	2733	22230	4.00	32.53
51	2330	19497	3.41	28.53
50	2414	17167	3.53	25.12
49	2153	14753	3.15	21.59
48	2193	12600	3.21	18.44
47	1821	10407	2.66	15.23
46	1158	8586	1.69	12.56
45	1403	7428	2.05	10.87
44	1379	6025	2.02	8.82
43	944	4646	1.38	6.80
42	859	3702	1.26	5.42
41	630	2843	0.92	4.16
40	494	2213	0.72	3.24
39	566	1719	0.83	2.52
38	382	1153	0.56	1.69
37	305	771	0.45	1.13
LESS THAN 37	466	466	0.68	0.68

*Students with valid scores are those students who attempted at least one item on the test

Table 24. 1997-98 End-of-Course Multiple-Choice Test Results
Algebra I -- Mean Scale Score by LEA (Maximum=87)

State	Mean Score*	1998 LEA Performance
	70.0	Magellan†
	...	
	67.0	Englemann†
	66.5	Arapahoe Charter†
	...	
	64.0	Transylvania, Watauga
	...	
	63.0	Orange
	62.5	Graham
	62.0	Chapel Hill City
	61.5	Buncombe, Haywood, Swain, Wake, Wilkes
	61.0	Cherokee, Clay, Dare, Elkin City, Hickory City, Lenoir, Polk
	60.5	Cabarrus, Wilson
	60.0	Granville, Henderson
	59.5	Catawba, Iredell-Statesville, Madison, Mooresville City, Pamlico, Randolph, Shelby City, Surry
	59.0	Chatham, Forsyth, Jackson, Johnston, McDowell, Mount Airy City, Newton-Conover City, Onslow
	58.5	Burke, Carteret, Currituck, Davidson, Greene, Macon, New Hanover, Pitt, Scotland
	58.0	Cleveland, Craven, Lee, Rutherford, Union
	57.5	Ashe, Edgecombe, Kannapolis City, Lexington City, Moore, Pender, Rowan, Yancey
1998 State	57.0	Alleghany, Asheboro City, Rockingham, Stanly
	56.5	Asheville City, Caldwell, Clinton City, Davie, Gates, Guilford, Harnett, Lincoln, Person, Stokes, Thomasville City
1997 State	56.0	Durham, Gaston, Mitchell, Nash, Wayne
1994 State	55.5	Alamance, Avery, Beaufort, Brunswick, Roanoke Rapids City, Tyrrell
1995, 1996 State	55.0	Chowan, Franklin, Kings Mountain City, Whiteville City, Yadkin
	54.5	Alexander, Cumberland, Duplin, Martin, Robeson
	54.0	Columbus, Mecklenburg, Northampton, Vance
	53.5	Hoke, Richmond
	...	
	52.5	Anson, Montgomery, Pasquotank, Warren
	52.0	Bladen, Caswell, Hyde, Sampson
	51.5	Bertie, Perquimans, Washington
	51.0	Camden
	50.5	Grandfather Academy†, Halifax
	...	
	48.5	Jones
	48.0	Weldon City
	47.5	Hertford
	...	
	44.5	Bonner Academy†
	...	
	43.5	Lakeside†
	...	
	41.5	Lift Academy†
	41.0	Right Step Academy†
	**	John H. Baker Jr. High School†, School in the Community†, Summit†

*Scale scores are rounded up to the nearest five-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 25. 1997-98 End-of-Course Multiple-Choice Test Results
Biology – Mean Scale Score by LEA (Maximum=88)

State	Mean Score*	1998 LEA Performance
	62.1	Chapel Hill City
	...	
	61.7	Transylvania
	...	
	61.1	Hickory City
	...	
	59.7	Wake
	59.5	Elkin City
	59.3	Buncombe, Cherokee, Watauga
	59.1	Wilkes
	58.9	Avery, Macon
	...	
	58.5	Clay, Jackson, Stokes
	58.3	Cabarrus, Cleveland, Henderson, Yancey
	58.1	Carteret, Graham, Mooresville City, Orange, Polk, Shelby City
	57.9	Alleghany, Johnston
	57.7	New Hanover
	57.5	Asheboro City, Burke, Dare, Onslow, Whiteville City
	57.3	Asheville City, Newton-Conover City, Surry
	57.1	Lexington City, Madison, Mitchell, Roanoke Rapids City
	56.9	Davie, Guilford, Kings Mountain City, Lincoln, McDowell, Pitt
	56.7	Catawba, Pender, Person
	56.5	Davidson, Forsyth, Haywood, Randolph, Swain
1998 State	56.3	Chatham, Mount Airy City, Pamlico, Rowan, Rutherford, Union, Yadkin
	56.1	Caldwell, Mecklenburg, Montgomery
1997 State	55.9	Brunswick, Camden, Craven, Lee, Rockingham
	55.7	Chowan, Durham, Iredell-Statesville, Stanly
1995, 1996 State	55.5	Ashe, Gaston
	55.3	Moore
	55.1	Beaufort, Cumberland, Harnett
	...	
	54.7	Edgecombe, Franklin
	54.5	Alamance, Alexander, Duplin, Nash/Rocky Mount, Pasquotank, Wayne
	54.3	Bladen, Clinton City
	54.1	Caswell, Hyde, Lenoir
	53.9	Currituck, Richmond
	53.7	Gates, Northampton, Wilson
	53.5	Jones, Scotland, Vance
	53.3	Robeson, Tyrrell
	53.1	Granville
	52.9	Kannapolis City, Perquimans
	52.7	Hoke, Thomasville City
	52.5	Martin
	52.3	Greene
	52.1	Washington
	51.9	Anson, Sampson
	...	
	51.3	Columbus
	...	
	50.7	Warren
	...	
	49.9	Halifax
	...	
	49.1	Weldon City
	...	
	48.7	Bertie
	48.5	Grandfather Academy†
	...	
	47.3	Hertford
	...	
	44.1	Right Step Academy†
	43.9	Lift Academy†
	**	School in the Community†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix. Data received from LEAs after October 13, 1998 are not included in this table.

Table 26. 1997-98 End-of-Course Multiple-Choice Test Results
ELP -- Mean Scale Score by LEA (Maximum=87)

State	Mean Score*	1998 LEA Performance
	62.5	Madison
	...	
	61.1	Hyde
	...	
	60.7	Graham
	...	
	60.1	Chapel Hill City
	...	
	59.5	Johnston, Swain
	...	
	58.3	Transylvania
	58.1	Brunswick, Iredell-Statesville
	57.9	Currituck
	57.7	Polk
	...	
	57.3	Buncombe, Clay
	57.1	Beaufort, Shelby City, Wake
	56.9	Yancey
	56.7	Cleveland
	56.5	Asheville City, Guilford, Henderson, New Hanover, Surry, Wilkes, Yadkin
	56.3	Hickory City
	56.1	Edgecombe
	55.9	Dare, Haywood, Pitt, Watauga
	55.7	Cabarrus, Harnett, Randolph, Rowan
	55.5	Asheboro City, Cherokee, Davidson, Elkin City, Jackson, Moore, Orange
	55.3	Greene, Kannapolis City, Macon, Onslow
	55.1	Craven
1998 State	54.9	Avery, Carteret, Hoke, Montgomery, Stanly, Whiteville City
	54.7	Catawba, Forsyth, Lenoir, Mitchell, Union
	54.5	Cumberland, Jones, Lincoln, McDowell, Mooresville City, Newton-Conover City, Rutherford, Scotland, Wayne
	54.3	Lee, Richmond
	54.1	Ashe, Granville, Roanoke Rapids City, Weldon City
1997 State	53.9	Kings Mountain City, Mount Airy City, Pender
	53.7	Caswell, Chatham, Clinton City, Columbus, Hertford, Mecklenburg, Pamlico, Person
	53.5	Chowan, Davie, Duplin
	53.3	Gaston, Nash/Rocky Mount
	53.1	Alamance, Alleghany, Caldwell, Pasquotank, Rockingham
	52.9	Burke, Durham
	52.7	Bertie, Tyrrell, Wilson
	52.5	Anson, Franklin, Stokes
	52.3	Thomasville City
	52.1	Bladen
	...	
	51.7	Alexander
	51.5	Northampton
	51.3	Gates, Sampson, Vance
	...	
	50.9	Camden
	50.7	Warren
	50.5	Martin, Robeson
	...	
	49.9	Grandfather Academy†
	...	
	48.3	Lexington City, Washington
	...	
	47.1	Halifax
	...	
	45.5	Lift Academy†
	...	
	44.5	Right Step Academy†
	**	Lakeside†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 27. 1997-98 End-of-Course Multiple-Choice Test Results
English I – Mean Scale Score by LEA (Maximum=85)

State	Mean Score*	1998 LEA Performance
	60.3	Chapel Hill City
	...	
	60.1	Graham
	...	
	58.3	Englemann†
	...	
	57.9	Elkin City
	...	
	56.7	Dare
	56.5	Cherokee, Wake, Watauga
	56.3	Mooresville City
	56.1	Asheville City, Buncombe, New Hanover, Shelby City, Transylvania
	55.9	Yancey
	55.7	Pitt
	55.5	Clay, Swain
	55.3	Haywood
	55.1	Hickory City, Orange
	54.9	Forsyth, Mount Airy City
	54.7	Henderson, Macon, Newton-Conover City, Roanoke Rapids City, Stanly
	54.5	Jackson, Johnston, Lincoln, Mitchell, Union
	54.3	Cabarrus, Davidson, Guilford, Martin, Whiteville City
	54.1	Ashe, Carteret, Moore, Polk, Richmond
	53.9	Asheboro City, Chatham, Cleveland, Pender, Yadkin
1998 State	53.7	Alexander, Craven, Currituck, Davie, Durham, McDowell, Onslow, Rockingham, Surry
	53.5	Caldwell, Caswell, Clinton City, Cumberland, Granville, Iredell-Statesville, Rutherford, Wilkes
1997 State	53.3	Greene, Rowan
1995, 1996 State	53.1	Alamance, Avery, Catawba, Lee, Mecklenburg, Randolph
	52.9	Person
	52.7	Brunswick, Gaston, Harnett, Kannapolis City, Nash/Rocky Mount
	52.5	Lenoir, Thomasville City
	52.3	Columbus, Duplin, Edgecombe, Lexington City, Northampton
	52.1	Burke, Madison, Scotland, Wayne
	51.9	Beaufort, Camden
	51.7	Pamlico, Tyrrell
	51.5	Kings Mountain City, Wilson
	51.3	Franklin, Stokes
	51.1	Alleghany, Anson, Pasquotank, Warren
	...	
	50.7	Bladen, Hyde, Montgomery, Vance
	50.5	Hertford
	...	
	50.1	Chowan, Hoke, Washington
	49.9	Gates, Perquimans, Sampson
	...	
	49.3	Jones
	49.1	Robeson
	...	
	48.5	Bertie, Grandfather Academy†
	47.3	Weldon City
	47.1	Halifax
	45.9	Lift Academy†
	...	
	42.5	Right Step Academy†
	...	
	41.7	Lakeside†
	...	
	40.1	Bonner Academy†
	**	J.H. Baker Jr. High†, School in the Community†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 28. 1997-98 End-of-Course Multiple-Choice Test Results
U.S. History – Mean Scale Score by LEA (Maximum=88)

State	Mean Score*	1998 LEA Performance
	62.1	Chapel Hill City
	...	
	61.5	Orange
	61.1	Madison
	60.5	Watauga
	60.1	Hyde
	59.7	Dare, Wake
	59.1	Swain, Transylvania
	58.9	Buncombe
	58.7	Avery
	58.5	Graham
	58.3	Hickory City
	58.1	Asheville City, Guilford, Haywood, Henderson, Macon, Mooresville City, New Hanover
	57.9	Shelby City
	57.7	Mount Airy City
	57.5	Camden, Pitt, Polk, Yadkin
	57.3	Roanoke Rapids City
	57.1	Clay, Elkin City, Forsyth, Lee
	56.9	Asheboro City, Durham, McDowell, Mecklenburg, Union
	56.7	Alleghany, Granville
	56.5	Cleveland, Moore, Northampton
1995-1998 State	56.3	Catawba, Cherokee, Currituck, Wilkes, Yancey
	56.1	Ashe, Beaufort, Carteret, Cumberland, Gaston, Iredell-Statesville, Newton-Conover City
	55.9	Alamance, Burke, Cabarrus, Davie, Onslow, Pender, Perquimans, Randolph
	55.7	Chowan, Davidson, Johnston, Surry, Thomasville City
	55.5	Lincoln, Pamlico, Rutherford
	55.3	Brunswick, Montgomery, Rockingham
	55.1	Clinton City, Craven, Harnett, Lexington City, Stanly, Wilson
	54.9	Duplin, Kannapolis City, Lenoir, Person, Stokes
	54.7	Mitchell, Richmond
	54.5	Edgecombe, Gates, Hoke, Nash/Rocky Mount, Wayne, Whiteville City
	54.3	Bladen
	54.1	Alexander, Chatham, Greene, Jackson, Kings Mountain City, Rowan, Tyrrell
	53.9	Anson, Columbus
	53.7	Caldwell, Scotland
	53.3	Vance, Washington
	53.1	Franklin, Sampson, Warren
	52.7	Martin
	52.5	Bertie, Pasquotank
	52.3	Caswell
	52.1	Robeson
	51.9	Jones
	51.5	Weldon City
	49.5	Halifax, Hertford
	45.1	Bonner Academy†
	44.9	Lakeside†
	42.9	Right Step Academy†
	**	Grandfather Academy†, J.H. Baker Jr. High†, Lift Academy†, School in the Community†

*Scale scores are rounded up to the nearest two-tenths of a point. **Data are not reported where number tested is fewer than five.

†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Data received from LEAs after October 13, 1998 are not included in this table.

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Table 29a. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**83,124**	**57.0**	**61.6**	**984**	**49.8**	**1,487**	**75.3**	**22,886**	**40.0**	**1,420**	**57.5**	**362**	**64.1**	**55,852**	**70.3**
Western Region	**6,284**	**59.8**	**71.9**	**54**	**72.2**	**43**	**86.0**	**414**	**47.3**	**66**	**65.2**	**25**	**76.0**	**5,677**	**73.6**
Buncombe	1,681	61.1	76.4	6	83.3	14	100.0	82	57.3	17	82.4	13	69.2	1,547	77.1
Asheville City	298	56.1	56.0	0	•	2	•	116	30.2	10	80.0	3	•	167	71.9
Cherokee	249	60.9	75.1	4	•	0	•	2	•	4	•	1	•	235	76.6
Clay	115	60.9	77.4	0	•	0	•	0	•	0	•	0	•	115	77.4
Graham	78	62.1	89.7	10	100.0	0	•	0	•	1	•	0	•	67	88.1
Haywood	417	61.4	77.9	1	•	2	•	5	60.0	6	83.3	1	•	402	77.9
Henderson	756	59.6	72.1	0	•	13	76.9	32	56.3	15	46.7	1	•	695	73.2
Jackson	243	58.7	64.2	16	50.0	0	•	3	•	1	•	3	•	220	65.5
Summit†	2	•	•	0	•	0	•	0	•	0	•	0	•	2	•
Macon	261	58.5	67.0	1	•	0	•	4	•	0	•	0	•	256	68.4
Madison	134	59.1	64.2	0	•	0	•	0	•	0	•	0	•	134	64.2
McDowell	428	58.7	67.3	1	•	7	71.4	14	57.1	1	•	0	•	405	67.9
Mitchell	190	55.6	57.4	1	•	0	•	1	•	2	•	0	•	186	57.5
Polk	152	61.0	80.9	1	•	0	•	14	64.3	2	•	1	•	134	82.1
Rutherford	635	57.9	66.6	0	•	4	•	104	49.0	4	•	0	•	523	70.2
Swain	97	61.3	80.4	13	84.6	0	•	0	•	0	•	0	•	84	79.8
Transylvania	342	63.6	80.4	0	•	1	•	32	56.3	1	•	2	•	306	82.7
Yancey	206	57.4	65.5	0	•	0	•	5	60.0	2	•	0	•	199	65.8

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 29b. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**83,124**	**57.0**	**61.6**	**984**	**49.8**	**1,487**	**75.3**	**22,886**	**40.0**	**1,420**	**57.5**	**362**	**64.1**	**55,852**	**70.3**
Northwest Region	**12,719**	**58.4**	**67.5**	**16**	**68.8**	**251**	**75.3**	**1,599**	**49.7**	**191**	**60.7**	**36**	**66.7**	**10,625**	**70.2**
Alexander	448	54.3	50.7	0	•	10	60.0	34	20.6	3	•	0	•	401	53.4
Alleghany	113	56.7	64.6	0	•	0	•	1	•	3	•	0	•	109	65.1
Ashe	271	57.5	58.7	0	•	0	•	2	•	4	•	1	•	264	59.5
Avery	205	55.4	53.7	0	•	0	•	3	•	0	•	1	•	201	54.2
Grandfather Academy†	6	50.2	33.3	0	•	0	•	1	•	0	•	0	•	5	20.0
Burke	798	58.1	67.5	1	•	66	69.7	50	38.0	14	78.6	3	•	664	69.3
Caldwell	795	56.2	58.6	0	•	7	85.7	52	34.6	7	42.9	1	•	728	60.2
Catawba	1,086	59.5	70.8	0	•	50	76.0	81	50.6	22	72.7	2	•	931	72.2
Englemann†	5	67.0	100.0	0	•	0	•	0	•	0	•	0	•	5	100.0
Hickory City	174	60.7	67.2	0	•	11	72.7	27	25.9	2	•	1	•	133	75.2
Newton-Conover City	198	58.9	74.7	0	•	7	57.1	35	62.9	9	77.8	0	•	147	78.2
Davidson	1,350	58.2	65.3	4	•	6	100.0	28	39.3	8	50.0	2	•	1,302	65.8
Lexington City	134	57.1	64.2	0	•	21	66.7	50	52.0	1	•	2	•	60	73.3
Thomasville City	112	56.4	67.0	0	•	0	•	50	52.0	6	100.0	1	•	55	76.4
Davie	410	56.1	56.1	2	•	1	•	34	35.3	4	•	3	•	366	59.0
Forsyth	2,647	58.9	71.5	5	100.0	34	85.3	761	57.2	35	57.1	12	75.0	1,799	77.5
Lift Academy†	17	41.4	0.0	0	•	0	•	17	0.0	0	•	0	•	0	•
Iredell-Statesville	1,040	59.5	70.1	3	•	18	72.2	217	45.6	19	73.7	4	•	779	77.0
Mooresville City	204	59.1	71.1	0	•	7	85.7	39	38.5	0	•	0	•	158	78.5
Stokes	429	56.4	60.1	0	•	1	•	25	32.0	4	•	2	•	397	61.2
Surry	541	59.3	68.9	0	•	1	•	24	50.0	13	61.5	1	•	502	70.3
Elkin City	114	60.6	73.7	0	•	0	•	5	40.0	1	•	0	•	108	75.0
Mount Airy City	111	58.8	75.7	0	•	3	•	9	44.4	2	•	0	•	97	79.4
Watauga	473	63.8	87.5	1	•	4	•	7	42.9	3	•	0	•	458	88.0
Wilkes	578	61.3	78.7	0	•	3	•	26	61.5	10	80.0	0	•	539	79.4
Yadkin	460	55.0	58.3	0	•	1	•	21	38.1	21	33.3	0	•	417	[illegible]

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 29c. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**83,124**	**57.0**	**61.6**	**984**	**49.8**	**1,487**	**75.3**	**22,886**	**40.0**	**1,420**	**57.5**	**362**	**64.1**	**55,852**	**70.3**
Southwest Region	**17,970**	**55.6**	**56.6**	**126**	**43.7**	**446**	**67.0**	**5,026**	**33.1**	**310**	**48.4**	**45**	**48.9**	**12,002**	**66.5**
Anson	268	52.2	44.0	0	•	3	•	155	33.5	0	•	0	•	110	57.3
Cabarrus	1,106	60.3	76.7	3	•	9	100.0	101	62.4	17	82.4	1	•	973	77.8
Kannapolis City	280	57.1	62.5	0	•	2	•	87	49.4	5	60.0	1	•	185	68.6
Cleveland	522	57.9	65.1	0	•	5	100.0	107	40.2	5	40.0	2	•	403	71.5
Kings Mountain City	323	55.0	50.2	1	•	8	75.0	76	34.2	2	•	0	•	236	55.1
Shelby City	233	59.4	73.8	0	•	2	•	91	56.0	1	•	0	•	138	85.5
Gaston	1,957	55.9	58.3	7	42.9	36	77.8	330	37.6	13	53.8	7	57.1	1,560	62.4
Hoke	392	53.2	46.9	43	37.2	3	•	204	38.2	6	83.3	3	•	133	61.7
Lincoln	684	56.4	63.6	1	•	3	•	61	49.2	28	75.0	1	•	590	64.6
Mecklenburg	6,764	53.7	48.0	22	40.9	308	61.0	2,554	24.9	157	40.1	15	33.3	3,703	63.3
Montgomery	325	52.4	40.9	0	•	7	85.7	112	22.3	15	26.7	1	•	190	51.6
Moore	744	57.5	64.8	7	57.1	5	80.0	165	49.7	10	40.0	0	•	556	69.6
Richmond	510	53.2	45.9	11	18.2	6	83.3	215	33.5	1	•	3	•	273	56.0
Rowan	1,360	57.5	67.5	1	•	13	69.2	253	46.6	23	60.9	4	•	1,065	72.9
Scotland	417	58.5	66.2	26	69.2	5	80.0	183	55.2	0	•	1	•	202	75.2
Stanly	760	56.8	60.7	0	•	23	73.9	120	37.5	8	37.5	0	•	609	65.0
Union	1,325	58.0	64.5	4	•	8	100.0	212	34.9	19	47.4	6	66.7	1,076	70.6

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 29d. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**83,124**	**57.0**	**61.6**	**984**	**49.8**	**1,487**	**75.3**	**22,886**	**40.0**	**1,420**	**57.5**	**362**	**64.1**	**55,852**	**70.3**
Northeast Region	**6,381**	**54.5**	**50.9**	**27**	**40.7**	**36**	**77.8**	**3,298**	**36.7**	**48**	**64.6**	**10**	**50.0**	**2,959**	**66.3**
Beaufort	620	55.3	53.9	0	*	4	*	279	39.4	4	*	0	*	332	66.6
Bertie	391	51.1	36.1	0	*	1	*	335	32.2	0	*	1	*	54	57.4
Camden	82	50.6	30.5	0	*	0	*	21	23.8	0	*	0	*	60	33.3
Chowan	220	54.7	53.2	0	*	3	*	111	40.5	2	*	0	*	104	66.3
Currituck	283	58.4	72.1	2	*	0	*	28	50.0	6	83.3	1	*	246	74.4
Dare	334	60.9	80.2	0	*	1	*	16	50.0	5	80.0	0	*	312	82.1
Edgecombe	373	57.2	66.8	0	*	0	*	241	61.4	8	75.0	0	*	124	76.6
Gates	155	56.3	58.1	0	*	0	*	80	46.3	0	*	0	*	75	70.7
Halifax	458	50.5	32.3	19	52.6	0	*	420	31.4	3	*	2	*	14	28.6
Roanoke Rapids City	241	55.3	52.3	2	*	4	*	50	26.0	2	*	0	*	182	58.8
Weldon City	85	47.8	28.2	0	*	0	*	77	28.6	0	*	1	*	7	28.6
Hertford	309	47.5	22.7	2	*	0	*	219	16.9	0	*	1	*	87	36.8
Hyde	55	51.7	40.0	0	*	0	*	23	30.4	0	*	0	*	32	46.9
Martin	335	54.1	47.5	1	*	1	*	156	35.3	2	*	0	*	175	57.7
Northampton	341	53.8	49.0	0	*	0	*	260	42.3	2	*	1	*	78	69.2
Pasquotank	510	52.3	38.6	0	*	5	80.0	264	27.3	3	*	0	*	238	50.0
Perquimans	167	51.4	39.5	0	*	0	*	64	17.2	2	*	1	*	100	54.0
Pitt	1,131	58.1	65.1	1	*	17	76.5	476	48.7	8	62.5	1	*	628	77.2
Right Step Academy†	10	41.0	0.0	0	*	0	*	9	0.0	0	*	1	*	0	*
Tyrrell	67	55.1	50.7	0	*	0	*	33	33.3	0	*	0	*	34	67.6
Washington	214	51.3	32.7	0	*	0	*	136	24.3	1	*	0	*	77	48.1

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 29e. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**83,124**	**57.0**	**61.6**	**984**	**49.8**	**1,487**	**75.3**	**22,886**	**40.0**	**1,420**	**57.5**	**362**	**64.1**	**55,852**	**70.3**
Southeast Region	**15,703**	**56.0**	**57.1**	**675**	**47.7**	**169**	**78.1**	**5,528**	**41.1**	**353**	**58.6**	**102**	**59.8**	**8,853**	**67.4**
Bladen	430	51.9	38.8	6	50.0	1	•	211	23.2	0	•	0	•	212	53.8
Brunswick	634	55.1	52.7	2	•	2	•	170	35.3	6	100.0	0	•	453	58.5
Carteret	686	58.1	68.7	1	•	5	80.0	81	56.8	6	50.0	2	•	587	70.2
Columbus	686	53.7	46.6	45	48.9	0	•	268	35.1	1	•	1	•	371	54.7
Whiteville City	235	54.7	51.1	2	•	1	•	98	40.8	0	•	0	•	134	58.2
Craven	1,007	57.6	63.4	1	•	8	75.0	349	41.0	22	68.2	4	•	622	75.4
Cumberland	3,194	54.1	49.7	46	50.0	63	74.6	1,408	35.2	145	45.5	19	26.3	1,512	62.9
Duplin	549	54.3	47.5	0	•	0	•	199	33.2	15	46.7	0	•	334	56.0
Greene	270	58.4	70.0	0	•	0	•	151	69.5	9	100.0	0	•	110	68.2
Jones	145	48.5	24.8	1	•	0	•	85	17.6	0	•	0	•	59	33.9
Lenoir	683	61.0	79.8	1	•	3	•	319	73.0	6	66.7	3	•	350	86.0
New Hanover	1,585	58.1	63.9	11	81.8	14	78.6	403	37.7	9	55.6	4	•	1,142	72.9
Onslow	1,699	58.6	70.9	8	75.0	42	76.2	365	59.5	56	71.4	40	67.5	1,186	74.3
Pamlico	147	59.4	73.5	1	•	1	•	58	62.1	1	•	0	•	86	80.2
Arapahoe Charter†	10	66.1	100.0	0	•	0	•	0	•	0	•	1	•	9	100.0
Pender	366	57.2	60.9	0	•	1	•	140	43.6	11	90.9	0	•	214	70.6
Robeson	1,322	54.5	51.8	530	46.8	5	80.0	366	44.8	14	71.4	16	50.0	387	64.3
Sampson	471	51.7	38.9	7	0.0	0	•	185	20.5	18	27.8	3	•	258	53.5
Clinton City	174	56.2	54.0	11	36.4	1	•	71	33.8	5	60.0	1	•	81	74.1
Wayne	1,410	55.7	55.5	2	•	22	86.4	601	38.9	29	75.9	8	87.5	746	66.9

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 29f. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**83,124**	**57.0**	**61.6**	**984**	**49.8**	**1,487**	**75.3**	**22,886**	**40.0**	**1,420**	**57.5**	**362**	**64.1**	**55,852**	**70.3**
Central Region	**24,067**	**58.0**	**65.1**	**86**	**60.5**	**542**	**80.3**	**7,021**	**43.1**	**452**	**59.5**	**144**	**70.1**	**15,736**	**74.5**
Alamance	1,231	55.3	55.0	2	•	19	52.6	281	37.0	25	32.0	5	40.0	899	61.5
Lakeside†	8	43.1	0.0	0	•	0	•	5	0.0	0	•	0	•	3	•
Caswell	195	51.8	41.0	0	•	0	•	79	30.4	0	•	0	•	116	48.3
Chatham	463	58.6	68.0	0	•	3	•	116	49.1	8	87.5	3	•	333	74.5
Durham	1,825	55.6	55.6	9	44.4	41	80.5	875	37.6	37	40.5	23	78.3	828	73.6
Franklin	483	54.7	52.2	1	•	0	•	179	43.0	1	•	2	•	298	58.1
Granville	440	59.8	76.1	0	•	0	•	144	68.8	1	•	0	•	294	79.9
Guilford	4,141	56.1	56.6	15	46.7	160	65.6	1,367	34.1	66	50.0	31	64.5	2,498	68.6
Harnett	939	56.4	58.5	9	55.6	6	100.0	272	41.9	22	63.6	5	60.0	625	65.1
Johnston	1,294	59.0	68.6	5	100.0	9	77.8	261	54.4	31	54.8	2	•	984	72.7
Lee	554	57.6	63.2	2	•	4	•	156	42.9	36	58.3	3	•	352	72.2
Nash/Rocky Mount	1,197	55.6	51.5	5	60.0	16	87.5	598	34.8	20	45.0	3	•	548	69.0
Orange	343	62.6	89.8	1	•	1	•	64	79.7	6	83.3	3	•	268	92.5
Chapel Hill City	684	62.0	83.3	1	•	48	93.8	91	42.9	16	50.0	8	87.5	516	90.5
School In Community†	4	•	•	0	•	0	•	0	•	0	•	0	•	4	•
Person	450	56.5	55.3	0	•	0	•	138	35.5	7	42.9	0	•	305	64.6
Randolph	945	59.5	74.6	3	•	5	80.0	44	45.5	21	85.7	2	•	870	75.6
Asheboro City	266	56.7	61.7	1	•	6	66.7	44	38.6	15	73.3	0	•	200	65.5
Rockingham	970	56.9	61.9	1	•	5	100.0	207	45.4	15	46.7	6	66.7	735	66.4
Vance	400	53.7	47.8	1	•	0	•	223	38.6	5	80.0	2	•	169	58.6
Wake	6,210	61.1	77.0	16	62.5	213	89.7	1,342	52.7	108	73.1	44	77.3	4,435	84.0
Bonner Academy†	18	44.3	11.1	0	•	0	•	17	11.8	0	•	0	•	1	•
John H. Baker Jr.†	4	•	•	0	•	0	•	4	•	0	•	0	•	0	•
Magellan†	21	69.8	100.0	0	•	1	•	3	•	0	•	0	•	17	100.0
Warren	217	52.5	44.2	14	57.1	0	•	160	40.6	0	•	2	•	41	56.1
Wilson	765	60.4	71.9	0	•	5	80.0	351	57.8	12	83.3	0	•	397	83.9

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
†Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

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Table 30a. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,804**	**56.2**	**59.0**	**996**	**42.4**	**1,445**	**65.9**	**22,749**	**32.8**	**1,325**	**48.3**	**352**	**60.2**	**51,811**	**70.9**
Western Region	**6,136**	**58.1**	**70.2**	**54**	**59.3**	**42**	**59.5**	**392**	**36.7**	**72**	**59.7**	**31**	**74.2**	**5,540**	**72.9**
Buncombe	1,619	59.2	74.9	4	•	15	53.3	81	46.9	19	78.9	13	84.6	1,486	76.6
Asheville City	315	57.3	65.4	1	•	2	•	92	30.4	7	57.1	4	•	209	80.4
Cherokee	261	59.2	75.9	2	•	2	•	6	66.7	3	•	4	•	242	76.9
Clay	88	58.4	68.2	1	•	0	•	0	•	0	•	0	•	86	67.4
Graham	99	58.1	73.7	9	77.8	0	•	0	•	0	•	0	•	90	73.3
Haywood	354	56.4	67.8	1	•	2	•	3	•	5	40.0	2	•	341	68.6
Henderson	789	58.3	69.6	0	•	10	60.0	49	28.6	16	50.0	6	100.0	707	72.7
Jackson	259	58.4	70.3	12	33.3	1	•	1	•	0	•	0	•	245	72.2
Macon	280	58.9	77.5	0	•	1	•	2	•	3	•	0	•	274	77.4
Madison	165	57.1	69.1	0	•	0	•	0	•	0	•	0	•	165	69.1
McDowell	459	56.9	61.4	0	•	5	60.0	18	22.2	2	•	0	•	434	63.4
Mitchell	183	57.0	60.7	1	•	0	•	0	•	0	•	0	•	182	60.4
Polk	120	58.0	74.2	0	•	0	•	13	30.8	4	•	0	•	103	79.6
Rutherford	637	56.2	60.3	0	•	3	•	105	35.2	8	62.5	1	•	520	65.8
Swain	104	56.5	62.5	21	52.4	0	•	1	•	3	•	0	•	79	65.8
Transylvania	247	61.6	85.8	1	•	0	•	19	52.6	2	•	1	•	224	88.8
Yancey	157	58.2	71.3	1	•	1	•	2	•	0	•	0	•	153	70.6

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Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 30b. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,804**	**56.2**	**59.0**	**996**	**42.4**	**1,445**	**65.9**	**22,749**	**32.8**	**1,325**	**48.3**	**352**	**60.2**	**51,811**	**70.9**
Northwest Region	**12,022**	**56.8**	**62.1**	**16**	**62.5**	**222**	**53.6**	**1,811**	**34.1**	**181**	**46.4**	**31**	**67.7**	**9,758**	**67.8**
Alexander	362	54.5	51.9	0	*	9	55.6	29	31.0	4	*	0	*	320	53.8
Alleghany	61	57.9	70.5	0	*	1	*	1	*	1	*	0	*	58	70.7
Ashe	270	55.4	58.5	0	*	0	*	1	*	3	*	1	*	265	58.9
Avery	208	58.9	68.3	0	*	0	*	1	*	1	*	2	*	204	69.1
Grandfather Academy†	5	48.4	40.0	0	*	0	*	0	*	0	*	0	*	5	40.0
Burke	783	57.4	65.8	1	*	59	57.6	57	33.3	6	50.0	2	*	658	69.3
Caldwell	758	56.0	57.4	1	*	5	40.0	66	30.3	7	57.1	3	*	676	60.1
Catawba	1,115	56.6	61.0	1	*	44	47.7	80	35.0	22	45.5	1	*	966	64.1
Hickory City	123	61.1	75.6	0	*	6	50.0	19	31.6	2	*	0	*	96	86.5
Newton-Conover City	200	57.2	65.5	0	*	9	55.6	30	23.3	9	66.7	0	*	152	74.3
Davidson	1,126	56.4	60.1	4	*	7	28.6	31	45.2	4	*	1	*	1,079	60.7
Lexington City	155	57.0	63.9	0	*	19	31.6	71	57.7	7	71.4	1	*	57	80.7
Thomasville City	103	52.7	36.9	0	*	0	*	53	13.2	1	*	0	*	49	63.3
Davie	364	56.8	61.5	0	*	1	*	40	37.5	4	*	1	*	317	64.0
Forsyth	2,860	56.4	60.0	7	57.1	33	69.7	926	34.6	62	27.4	8	50.0	1,824	73.9
Lift Academy†	18	43.9	0.0	0	*	0	*	18	0.0	0	*	0	*	0	*
Iredell-Statesville	912	55.7	59.4	0	*	17	41.2	220	30.5	17	70.6	3	*	654	69.3
Mooresville City	194	58.0	64.4	0	*	5	80.0	42	26.2	0	*	0	*	147	74.8
Stokes	350	58.5	69.1	2	*	0	*	31	41.9	3	*	2	*	312	72.4
Surry	516	57.2	65.5	0	*	1	*	28	28.6	4	*	0	*	483	67.9
Elkin City	84	59.5	73.8	0	*	0	*	8	37.5	0	*	0	*	76	77.6
Mount Airy City	120	56.3	62.5	0	*	3	*	9	44.4	2	*	0	*	106	64.2
Watauga	360	59.2	74.2	0	*	1	*	3	*	3	*	0	*	353	73.9
Wilkes	586	59.1	75.3	0	*	1	*	31	61.3	11	54.5	4	*	539	76.4
Yadkin	389	56.3	60.4	0	*	1	*	16	31.3	8	25.0	2	*	362	62.2

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 30c. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,804**	**56.2**	**59.0**	**996**	**42.4**	**1,445**	**65.9**	**22,749**	**32.8**	**1,325**	**48.3**	**352**	**60.2**	**51,811**	**70.9**
Southwest Region	**17,223**	**55.9**	**57.5**	**127**	**44.9**	**437**	**64.1**	**5,080**	**30.3**	**266**	**41.7**	**45**	**51.1**	**11,246**	**70.0**
Anson	339	51.8	39.2	0	*	2	*	211	22.7	0	*	0	*	126	65.9
Cabarrus	1,145	58.3	69.4	0	*	15	60.0	113	37.2	21	42.9	1	*	995	73.8
Kannapolis City	253	52.8	40.3	0	*	6	16.7	78	25.6	7	28.6	1	*	161	49.1
Cleveland	467	58.3	70.9	0	*	0	*	96	51.0	2	*	0	*	369	76.2
Kings Mountain City	262	56.8	64.9	1	*	6	66.7	58	39.7	2	*	1	*	194	72.7
Shelby City	198	58.0	66.2	0	*	5	100.0	95	43.2	0	*	0	*	98	86.7
Gaston	1,979	55.5	54.7	3	*	37	51.4	386	29.0	20	35.0	12	25.0	1,514	61.8
Hoke	334	52.7	44.0	34	23.5	4	*	187	27.8	5	100.0	5	60.0	99	75.8
Lincoln	713	56.8	62.7	1	*	5	40.0	71	45.1	18	55.6	1	*	617	65.0
Mecklenburg	6,242	56.1	57.3	19	52.6	294	66.3	2,405	31.2	127	40.9	11	45.5	3,376	75.8
Montgomery	309	56.0	60.2	0	*	8	87.5	110	40.0	10	20.0	0	*	181	73.5
Moore	680	55.3	56.2	5	80.0	7	100.0	172	21.5	8	25.0	2	*	486	67.9
Richmond	541	53.8	47.0	14	57.1	3	*	248	27.0	3	*	1	*	270	64.8
Rowan	1,264	56.3	59.9	2	*	13	53.8	259	28.2	26	46.2	6	83.3	955	68.8
Scotland	487	53.4	45.2	40	45.0	2	*	237	26.6	2	*	1	*	205	66.3
Stanly	721	55.6	58.5	1	*	21	42.9	121	28.9	1	*	2	*	575	65.4
Union	1,289	56.2	59.0	7	57.1	9	55.6	233	21.9	14	28.6	1	*	1,025	67.9

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
* Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 30d. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,804**	**56.2**	**59.0**	**996**	**42.4**	**1,445**	**65.9**	**22,749**	**32.8**	**1,325**	**48.3**	**352**	**60.2**	**51,811**	**70.9**
Northeast Region	**6,263**	**53.4**	**45.2**	**35**	**51.4**	**42**	**73.8**	**3,332**	**25.5**	**32**	**53.1**	**15**	**60.0**	**2,803**	**68.0**
Beaufort	502	55.0	53.0	0	•	3	•	213	27.7	7	42.9	0	•	279	72.8
Bertie	557	48.6	22.6	0	•	0	•	460	15.4	0	•	0	•	97	56.7
Camden	95	55.9	60.0	0	•	1	•	29	51.7	0	•	0	•	64	64.1
Chowan	182	55.6	57.7	0	•	1	•	94	39.4	1	•	0	•	86	76.7
Currituck	275	53.8	45.8	2	•	0	•	34	23.5	3	•	2	•	234	49.1
Dare	344	57.5	66.9	1	•	3	•	17	35.3	3	•	3	•	317	68.8
Edgecombe	252	54.6	50.4	0	•	0	•	144	38.2	1	•	0	•	107	67.3
Gates	117	53.7	48.7	0	•	0	•	69	33.3	0	•	0	•	48	70.8
Halifax	348	49.8	28.4	19	57.9	1	•	317	26.2	0	•	2	•	9	33.3
Roanoke Rapids City	198	57.0	60.6	1	•	5	100.0	36	36.1	4	•	0	•	152	65.1
Weldon City	94	49.0	19.1	0	•	0	•	87	17.2	0	•	1	•	4	•
Hertford	523	47.2	15.9	6	33.3	0	•	419	8.6	0	•	1	•	97	45.4
Hyde	57	54.1	49.1	0	•	0	•	28	25.0	0	•	0	•	29	72.4
Martin	411	52.4	38.0	1	•	1	•	235	19.1	1	•	0	•	173	63.0
Northampton	266	53.7	48.5	2	•	0	•	209	40.2	1	•	1	•	53	84.9
Pasquotank	370	54.5	51.1	2	•	6	50.0	163	26.4	3	•	3	•	193	71.0
Perquimans	187	52.9	41.7	0	•	1	•	73	11.0	0	•	0	•	113	61.1
Pitt	1,196	56.9	61.7	1	•	20	85.0	506	39.9	7	42.9	2	•	660	77.9
Right Step Academy†	22	44.0	9.1	0	•	0	•	21	9.5	0	•	0	•	0	•
Tyrrell	56	53.3	35.7	0	•	0	•	31	16.1	0	•	0	•	25	60.0
Washington	211	52.1	37.0	0	•	0	•	147	22.4	1	•	0	•	63	71.4

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 30e. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,804**	**56.2**	**59.0**	**996**	**42.4**	**1,445**	**65.9**	**22,749**	**32.8**	**1,325**	**48.3**	**352**	**60.2**	**51,811**	**70.9**
Southeast Region	**14,315**	**55.4**	**54.9**	**673**	**38.6**	**155**	**67.7**	**5,236**	**35.7**	**373**	**52.8**	**98**	**56.1**	**7,758**	**69.1**
Bladen	380	54.2	48.4	2	*	1	*	175	29.1	1	*	0	*	201	64.7
Brunswick	641	55.8	57.6	3	*	2	*	175	32.0	2	*	1	*	458	67.0
Carteret	568	58.0	66.7	2	*	4	*	71	38.0	8	75.0	1	*	481	70.9
Columbus	131	51.3	33.6	27	44.4	0	*	66	19.7	0	*	1	*	37	48.6
Whiteville City	167	57.4	67.1	1	*	1	*	70	44.3	0	*	0	*	95	85.3
Craven	976	55.9	57.6	0	*	10	90.0	365	35.9	25	64.0	3	*	573	70.3
Cumberland	3,073	55.0	54.5	46	45.7	55	65.5	1,393	40.2	177	49.2	27	51.9	1,374	69.7
Duplin	477	54.5	50.9	1	*	0	*	206	33.0	15	66.7	0	*	255	64.3
Greene	161	52.2	40.4	0	*	0	*	84	29.8	7	0.0	0	*	70	57.1
Jones	97	53.4	40.2	1	*	0	*	58	34.5	1	*	0	*	37	48.6
Lenoir	816	54.1	48.5	3	*	2	*	469	34.8	8	50.0	1	*	331	68.0
New Hanover	1,636	57.6	65.2	10	50.0	14	64.3	384	36.7	12	58.3	5	80.0	1,209	74.4
Onslow	1,463	57.4	64.6	6	66.7	37	73.0	387	44.7	56	71.4	28	50.0	948	72.4
Pamlico	157	56.2	61.1	1	*	0	*	60	40.0	1	*	0	*	95	73.7
Pender	380	56.6	63.4	0	*	2	*	114	34.2	9	11.1	0	*	255	78.8
Robeson	1,250	53.3	42.2	555	37.3	8	87.5	355	31.0	4	*	21	66.7	295	60.7
Sampson	479	51.9	38.2	8	12.5	1	*	190	24.2	19	31.6	1	*	260	50.0
Clinton City	171	54.2	50.9	7	28.6	3	*	73	35.6	2	*	5	60.0	78	69.2
Wayne	1,292	54.4	49.8	0	*	15	40.0	541	30.9	26	57.7	4	*	706	64.3

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 30f. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,804**	**56.2**	**59.0**	**996**	**42.4**	**1,445**	**65.9**	**22,749**	**32.8**	**1,325**	**48.3**	**352**	**60.2**	**51,811**	**70.9**
Central Region	**22,845**	**57.0**	**61.9**	**91**	**49.5**	**547**	**71.7**	**6,898**	**35.5**	**401**	**46.9**	**132**	**61.4**	**14,706**	**74.5**
Alamance	1,085	54.4	51.2	3	*	10	50.0	224	27.7	26	38.5	2	*	820	58.2
Caswell	233	54.0	48.1	0	*	0	*	113	32.7	1	*	0	*	119	63.0
Chatham	449	56.3	57.9	1	*	4	*	121	38.0	9	44.4	4	*	310	65.8
Durham	1,727	55.6	56.6	8	25.0	41	70.7	862	39.0	30	40.0	21	47.6	763	77.1
Franklin	429	54.7	52.7	0	*	1	*	167	36.5	0	*	0	*	259	62.9
Granville	550	53.1	43.1	0	*	2	*	206	25.7	2	*	2	*	338	53.8
Guilford	3,823	56.9	61.7	12	41.7	144	47.2	1,283	36.8	41	58.5	32	71.9	2,309	76.6
Harnett	911	55.1	52.8	16	56.3	3	*	253	27.7	24	54.2	10	70.0	605	62.8
Johnston	1,062	57.8	67.6	2	*	2	*	239	35.6	34	47.1	4	*	780	78.2
Lee	475	55.8	56.0	1	*	5	100.0	147	33.3	32	34.4	2	*	288	69.4
Nash/Rocky Mount	1,154	54.5	51.4	5	60.0	8	87.5	579	32.8	11	36.4	5	40.0	535	71.6
Orange	340	58.1	67.6	2	*	1	*	82	41.5	7	42.9	2	*	246	76.8
Chapel Hill City	654	62.0	82.3	1	*	35	94.3	97	34.0	18	33.3	3	*	498	92.6
School In Community †	2	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Person	325	56.6	60.3	2	*	0	*	100	45.0	6	66.7	1	*	216	67.6
Randolph	953	56.4	60.1	5	40.0	3	*	42	50.0	20	35.0	1	*	882	61.3
Asheboro City	245	57.5	64.9	3	*	5	40.0	30	23.3	9	44.4	0	*	198	72.7
Rockingham	972	55.9	56.8	1	*	4	*	222	36.9	11	27.3	2	*	732	63.0
Vance	354	53.5	46.3	0	*	1	*	210	31.0	4	*	2	*	137	70.1
Wake	6,127	59.7	74.3	22	63.6	267	82.4	1,368	42.3	102	58.8	36	66.7	4,283	84.6
Warren	216	50.6	30.1	7	0.0	0	*	160	23.1	1	*	2	*	46	60.9
Wilson	759	53.6	43.1	0	*	11	63.6	393	21.4	13	30.8	1	*	341	67.7

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 31a. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,348**	**54.8**	**66.9**	**1,057**	**48.9**	**1,528**	**66.2**	**21,981**	**45.8**	**1,506**	**55.2**	**423**	**69.0**	**50,729**	**76.9**
Western Region	**6,616**	**56.4**	**74.2**	**52**	**76.9**	**50**	**76.0**	**437**	**46.5**	**82**	**58.5**	**18**	**66.7**	**5,975**	**76.5**
Buncombe	1,899	57.2	76.9	6	100.0	21	90.5	93	52.7	23	78.3	9	77.8	1,747	78.0
Asheville City	341	56.4	71.0	2	*	2	*	116	40.5	11	63.6	2	*	208	88.5
Cherokee	14	55.4	50.0	1	*	0	*	0	*	1	*	0	*	12	50.0
Clay	126	57.3	77.0	0	*	0	*	0	*	0	*	0	*	125	76.8
Graham	35	60.7	94.3	5	100.0	0	*	0	*	1	*	0	*	29	93.1
Haywood	598	55.8	75.3	0	*	0	*	9	44.4	7	57.1	2	*	580	76.0
Henderson	853	56.5	75.3	1	*	9	66.7	49	40.8	24	41.7	2	*	767	78.7
Jackson	347	55.4	71.2	17	47.1	2	*	2	*	4	*	0	*	322	72.7
Macon	337	55.3	67.4	1	*	1	*	5	20.0	2	*	1	*	327	67.9
Madison	129	62.5	96.9	0	*	0	*	0	*	0	*	0	*	129	96.9
McDowell	469	54.5	64.4	1	*	10	40.0	25	44.0	0	*	0	*	433	66.1
Mitchell	180	54.6	66.1	1	*	0	*	0	*	0	*	0	*	179	65.9
Polk	78	57.6	83.3	0	*	1	*	10	90.0	2	*	0	*	65	83.1
Rutherford	702	54.4	67.0	0	*	3	*	106	43.4	3	*	1	*	589	71.3
Swain	75	59.5	92.0	16	93.8	1	*	0	*	2	*	0	*	56	91.1
Transylvania	347	58.2	82.1	1	*	0	*	21	61.9	1	*	1	*	323	83.6
Yancey	86	56.9	81.4	0	*	0	*	1	*	1	*	0	*	84	81.0

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Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 31b. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,348**	**54.8**	**66.9**	**1,057**	**48.9**	**1,528**	**66.2**	**21,981**	**45.8**	**1,506**	**55.2**	**423**	**69.0**	**50,729**	**76.9**
Northwest Region	**11,939**	**54.7**	**67.3**	**22**	**40.9**	**285**	**44.9**	**1,705**	**43.8**	**182**	**52.7**	**38**	**68.4**	**9,703**	**72.4**
Alexander	399	51.7	53.1	0	*	14	28.6	23	39.1	5	20.0	1	*	356	55.3
Alleghany	67	53.1	59.7	0	*	0	*	0	*	2	*	0	*	65	58.5
Ashe	287	54.0	65.9	0	*	0	*	2	*	5	80.0	0	*	280	65.4
Avery	172	54.8	65.1	0	*	0	*	2	*	1	*	0	*	169	65.1
Grandfather Academy†	9	49.8	44.4	0	*	0	*	0	*	0	*	0	*	9	44.4
Burke	1,067	52.9	58.2	4	*	119	36.1	78	38.5	14	57.1	3	*	848	63.1
Caldwell	836	53.1	60.8	0	*	3	*	53	20.8	12	41.7	4	*	764	63.9
Catawba	860	54.7	66.9	0	*	43	44.2	53	52.8	19	47.4	0	*	743	69.6
Hickory City	199	56.3	68.3	1	*	13	46.2	40	25.0	5	60.0	1	*	139	83.5
Newton-Conover City	210	54.5	65.7	0	*	15	53.3	36	47.2	5	60.0	0	*	154	71.4
Davidson	1,100	55.4	70.4	9	55.6	9	66.7	26	38.5	11	45.5	1	*	1,044	71.6
Lexington City	13	48.3	23.1	0	*	2	*	6	0.0	0	*	0	*	5	60.0
Thomasville City	149	52.3	59.7	1	*	0	*	68	50.0	9	44.4	1	*	70	72.9
Davie	389	53.5	62.0	1	*	4	*	37	35.1	2	*	1	*	344	65.7
Forsyth	2,909	54.7	66.4	4	*	30	66.7	988	43.3	48	56.3	16	56.3	1,823	79.3
Lift Academy†	8	45.4	12.5	0	*	0	*	8	12.5	0	*	0	*	0	*
Iredell-Statesville	705	58.1	82.1	1	*	15	46.7	131	65.6	8	75.0	4	*	546	87.2
Mooresville City	262	54.5	68.7	0	*	8	75.0	52	38.5	3	*	0	*	198	77.3
Stokes	155	52.4	56.8	0	*	0	*	5	20.0	4	*	1	*	145	59.3
Surry	464	56.5	75.6	0	*	0	*	18	44.4	6	66.7	1	*	439	77.0
Elkin City	91	55.5	73.6	0	*	0	*	6	33.3	2	*	0	*	83	77.1
Mount Airy City	131	53.9	66.4	0	*	6	83.3	13	23.1	3	*	0	*	109	72.5
Watauga	386	55.9	71.5	1	*	1	*	8	62.5	4	*	1	*	371	72.0
Wilkes	685	56.5	76.8	0	*	2	*	37	59.5	7	42.9	1	*	638	78.2
Yadkin	386	56.4	78.5	0	*	1	*	15	33.3	7	71.4	2	*	361	80.3

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 31c. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,348**	**54.8**	**66.9**	**1,057**	**48.9**	**1,528**	**66.2**	**21,981**	**45.8**	**1,506**	**55.2**	**423**	**69.0**	**50,729**	**76.9**
Southwest Region	**16,513**	**54.3**	**64.4**	**126**	**56.3**	**463**	**63.3**	**4,930**	**41.6**	**299**	**49.8**	**55**	**61.8**	**10,612**	**75.6**
Anson	271	52.4	56.5	1	*	2	*	158	43.7	0	*	0	*	110	73.6
Cabarrus	977	55.7	71.9	6	83.3	11	45.5	119	42.9	22	31.8	0	*	819	77.4
Kannapolis City	240	55.3	67.9	0	*	7	57.1	71	52.1	5	40.0	1	*	156	76.9
Cleveland	560	56.7	73.8	0	*	1	*	103	55.3	3	*	2	*	451	78.0
Kings Mountain City	278	53.9	60.8	0	*	8	75.0	81	44.4	1	*	1	*	187	66.8
Shelby City	208	57.0	73.6	0	*	6	83.3	99	50.5	0	*	0	*	103	95.1
Gaston	2,064	53.3	61.5	6	50.0	50	48.0	374	38.0	22	59.1	13	46.2	1,593	67.6
Hoke	263	54.9	65.8	32	62.5	0	*	151	53.0	6	83.3	4	*	69	91.3
Lincoln	763	54.5	67.0	0	*	6	66.7	68	41.2	18	55.6	2	*	669	70.1
Mecklenburg	6,345	53.6	60.5	19	36.8	308	62.3	2,494	36.5	152	50.0	18	66.7	3,336	79.0
Montgomery	217	54.9	67.7	0	*	7	85.7	62	45.2	6	66.7	0	*	142	76.8
Moore	813	55.4	70.4	8	25.0	9	100.0	184	49.5	19	36.8	2	*	591	78.2
Richmond	601	54.2	69.1	5	60.0	8	87.5	262	53.4	3	*	1	*	321	81.9
Rowan	200	55.7	69.5	0	*	3	*	69	56.5	3	*	3	*	121	76.9
Scotland	531	54.5	64.2	45	64.4	4	*	248	50.0	2	*	0	*	232	78.4
Stanly	746	54.9	68.4	2	*	21	52.4	124	52.4	7	28.6	3	*	588	73.0
Union	1,436	54.6	67.4	2	*	12	91.7	263	39.9	30	50.0	5	80.0	1,124	74.1

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 31d. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,348**	**54.8**	**66.9**	**1,057**	**48.9**	**1,528**	**66.2**	**21,981**	**45.8**	**1,506**	**55.2**	**423**	**69.0**	**50,729**	**76.9**
Northeast Region	**4,396**	**53.9**	**63.2**	**19**	**73.7**	**41**	**78.0**	**2,118**	**46.6**	**29**	**62.1**	**13**	**46.2**	**2,175**	**79.1**
Beaufort	196	57.0	76.5	0	*	4	*	73	52.1	0	*	0	*	119	91.6
Bertie	213	52.7	58.7	1	*	1	*	167	52.1	0	*	0	*	44	84.1
Camden	104	50.8	46.2	0	*	1	*	26	23.1	0	*	1	*	76	52.6
Chowan	195	53.4	64.6	0	*	0	*	100	47.0	1	*	0	*	94	83.0
Currituck	149	57.9	79.9	1	*	0	*	25	76.0	1	*	1	*	121	80.2
Dare	386	55.9	76.2	1	*	6	16.7	18	44.4	7	71.4	1	*	353	79.0
Edgecombe	22	56.1	72.7	0	*	0	*	11	63.6	0	*	0	*	11	81.8
Gates	168	51.2	50.6	0	*	0	*	83	38.6	0	*	0	*	85	62.4
Halifax	201	47.1	26.9	5	60.0	0	*	187	25.1	0	*	2	*	7	42.9
Roanoke Rapids City	218	54.1	69.3	4	*	7	100.0	42	52.4	2	*	0	*	163	72.4
Weldon City	55	54.1	70.9	0	*	0	*	47	74.5	1	*	1	*	6	50.0
Hertford	243	53.7	65.4	3	*	0	*	174	57.5	0	*	0	*	66	84.8
Hyde	43	61.0	90.7	0	*	0	*	20	90.0	0	*	1	*	21	90.5
Martin	13	50.5	30.8	0	*	0	*	6	33.3	0	*	0	*	7	28.6
Northampton	228	51.4	45.6	1	*	0	*	180	40.0	1	*	0	*	46	69.6
Pasquotank	471	53.0	59.7	1	*	2	*	249	44.6	2	*	2	*	215	77.2
Pitt	1,224	55.8	70.9	2	*	20	90.0	528	52.7	12	66.7	3	*	659	85.1
Right Step Academy†	22	44.4	18.2	0	*	0	*	21	19.0	0	*	1	*	0	*
Tyrrell	63	52.6	61.9	0	*	0	*	34	50.0	0	*	0	*	29	75.9
Washington	182	48.2	40.1	0	*	0	*	127	29.1	2	*	0	*	53	67.9

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 31e. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,348**	**54.8**	**66.9**	**1,057**	**48.9**	**1,528**	**66.2**	**21,981**	**45.8**	**1,506**	**55.2**	**423**	**69.0**	**50,729**	**76.9**
Southeast Region	**15,878**	**54.2**	**65.4**	**777**	**44.8**	**187**	**71.7**	**5,771**	**50.5**	**454**	**64.5**	**125**	**69.6**	**8,543**	**77.2**
Bladen	448	52.0	54.7	4	*	2	*	222	36.0	1	*	1	*	218	73.9
Brunswick	283	58.1	82.3	2	*	1	*	50	62.0	3	*	1	*	226	87.2
Carteret	653	54.9	71.4	4	*	6	33.3	82	46.3	4	*	3	*	554	75.5
Columbus	498	53.7	64.1	19	68.4	0	*	218	47.2	1	*	1	*	259	77.6
Whiteville City	145	54.8	69.0	1	*	1	*	71	54.9	0	*	0	*	72	83.3
Craven	1,122	55.0	69.6	5	80.0	13	61.5	385	48.8	29	72.4	4	*	686	81.3
Cumberland	4,061	54.5	66.4	81	58.0	73	75.3	1,910	56.1	206	70.4	36	69.4	1,751	77.2
Duplin	600	53.5	64.2	0	*	0	*	255	51.0	21	61.9	0	*	324	74.7
Greene	316	55.2	69.9	0	*	0	*	165	61.2	7	85.7	0	*	144	79.2
Jones	101	54.5	59.4	0	*	0	*	60	50.0	1	*	0	*	40	72.5
Lenoir	675	54.7	65.8	4	*	5	100.0	310	53.5	9	44.4	3	*	344	77.3
New Hanover	1,697	56.4	74.0	8	62.5	15	86.7	427	50.4	13	61.5	4	*	1,229	82.3
Onslow	1,707	55.2	70.4	7	57.1	41	63.4	434	51.4	75	54.7	29	79.3	1,118	79.0
Pamlico	185	53.6	63.2	1	*	0	*	89	48.3	3	*	0	*	92	77.2
Pender	485	53.9	64.5	0	*	3	*	150	43.3	12	50.0	0	*	320	75.0
Robeson	1,476	50.4	47.1	628	41.1	13	92.3	411	36.5	19	52.6	29	72.4	365	65.2
Sampson	588	51.2	51.2	3	*	0	*	253	37.2	27	44.4	5	40.0	300	63.7
Clinton City	182	53.6	63.2	9	55.6	1	*	93	48.4	5	60.0	2	*	70	84.3
Wayne	656	54.4	66.2	1	*	13	61.5	186	53.2	18	72.2	7	71.4	431	71.5

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 31f . 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,348**	**54.8**	**66.9**	**1,057**	**48.9**	**1,528**	**66.2**	**21,981**	**45.8**	**1,506**	**55.2**	**423**	**69.0**	**50,729**	**76.9**
Central Region	**22,006**	**55.2**	**68.3**	**61**	**57.4**	**502**	**77.1**	**7,020**	**45.0**	**460**	**49.6**	**174**	**73.0**	**13,721**	**80.6**
Alamance	1,214	53.0	60.8	3	*	12	50.0	255	38.4	45	42.2	2	*	896	68.3
Lakeside†	1	*	*	0	*	0	*	1	*	0	*	0	*	0	*
Caswell	243	53.6	62.6	0	*	0	*	114	52.6	2	*	0	*	127	70.9
Chatham	518	53.6	60.8	0	*	4	*	132	36.4	19	21.1	2	*	361	71.5
Durham	2,039	52.9	59.0	8	50.0	42	76.2	1,059	41.8	47	40.4	26	61.5	851	80.3
Franklin	245	52.5	56.7	1	*	0	*	108	38.9	0	*	0	*	136	71.3
Granville	76	54.0	56.6	0	*	0	*	28	35.7	1	*	0	*	47	70.2
Guilford	3,467	56.5	73.3	10	50.0	139	64.0	1,164	51.5	50	62.0	35	68.6	2,069	86.8
Harnett	653	55.7	74.3	2	*	8	100.0	169	52.7	10	60.0	9	100.0	455	81.8
Johnston	634	59.5	86.1	2	*	4	*	109	64.2	13	69.2	3	*	503	91.3
Lee	560	54.2	63.2	1	*	2	*	164	38.4	41	43.9	2	*	350	77.4
Nash/Rocky Mount	1,298	53.2	58.9	1	*	12	83.3	648	44.3	24	37.5	8	62.5	598	75.3
Orange	407	55.4	69.3	0	*	3	*	87	51.7	8	25.0	3	*	305	75.7
Chapel Hill City	627	60.1	84.5	0	*	28	89.3	92	42.4	17	58.8	5	60.0	484	93.4
Person	443	53.6	62.3	1	*	0	*	160	46.3	6	33.3	0	*	276	72.1
Randolph	600	55.6	74.2	2	*	3	*	25	76.0	9	55.6	0	*	561	74.5
Asheboro City	268	55.4	67.2	2	*	6	83.3	53	41.5	24	29.2	1	*	182	78.6
Rockingham	994	53.1	59.6	4	*	10	90.0	254	36.6	10	30.0	5	60.0	711	67.8
Vance	519	51.3	51.3	1	*	2	*	321	41.1	4	*	3	*	188	67.6
Wake	5,994	57.0	75.7	13	76.9	217	84.8	1,399	48.5	111	64.9	68	82.4	4,134	84.9
Warren	263	50.7	47.1	10	40.0	0	*	196	42.9	0	*	2	*	55	65.5
Wilson	943	52.6	54.4	0	*	10	50.0	482	33.8	19	42.1	0	*	432	78.0

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 32a. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
English I
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**88,307**	**53.6**	**60.7**	**1,341**	**37.4**	**1,430**	**64.8**	**26,014**	**39.8**	**1,625**	**47.6**	**425**	**58.6**	**57,330**	**71.1**
Western Region	**7,087**	**55.0**	**68.1**	**84**	**54.8**	**43**	**69.8**	**461**	**43.4**	**72**	**55.6**	**20**	**70.0**	**6,402**	**70.2**
Buncombe	1,855	56.0	71.9	8	75.0	18	77.8	94	62.8	26	73.1	6	83.3	1,703	72.2
Asheville City	327	56.0	70.9	1	*	2	*	114	44.7	11	45.5	2	*	197	86.8
Cherokee	261	56.4	73.6	4	*	1	*	1	*	3	*	1	*	247	74.9
Clay	119	55.5	72.3	0	*	0	*	0	*	0	*	0	*	119	72.3
Graham	60	60.1	90.0	7	85.7	0	*	0	*	0	*	0	*	53	90.6
Haywood	551	55.2	72.1	1	*	0	*	8	50.0	4	*	3	*	535	72.1
Henderson	887	54.6	64.8	0	*	7	71.4	59	23.7	14	21.4	5	40.0	801	68.7
Jackson	305	54.4	64.6	22	40.9	2	*	4	*	1	*	0	*	276	66.7
Macon	313	54.6	68.7	1	*	1	*	5	40.0	1	*	1	*	304	69.1
Madison	212	52.0	54.2	0	*	0	*	0	*	0	*	0	*	212	54.2
McDowell	450	53.6	60.9	1	*	10	30.0	23	47.8	0	*	0	*	416	62.3
Mitchell	184	54.5	66.3	1	*	0	*	0	*	1	*	0	*	182	65.9
Polk	173	54.1	63.6	1	*	0	*	16	50.0	4	*	0	*	152	65.8
Rutherford	713	53.5	58.9	0	*	2	*	110	30.9	5	20.0	0	*	596	64.3
Swain	146	55.5	72.6	35	48.6	0	*	1	*	1	*	1	*	108	79.6
Transylvania	363	56.0	77.7	2	*	0	*	23	60.9	0	*	1	*	337	78.9
Yancey	168	55.9	68.5	0	*	0	*	3	*	1	*	0	*	164	68.9

Notes: Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix
Data received from LEAs after October 13, 1998 are not included in this table

Table 32b. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
English I
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**88,307**	**53.6**	**60.7**	**1,341**	**37.4**	**1,430**	**64.8**	**26,014**	**39.8**	**1,625**	**47.6**	**425**	**58.6**	**57,330**	**71.1**
Northwest Region	**13,760**	**53.8**	**62.0**	**29**	**44.8**	**272**	**48.5**	**2,052**	**40.1**	**223**	**39.9**	**34**	**35.3**	**11,146**	**66.9**
Alexander	389	53.6	62.5	0	•	9	44.4	23	47.8	5	40.0	0	•	352	64.2
Alleghany	62	51.1	53.2	0	•	0	•	0	•	1	•	0	•	61	54.1
Ashe	270	54.1	64.1	0	•	0	•	2	•	1	•	0	•	267	63.7
Avery	189	53.1	60.8	0	•	1	•	3	•	1	•	0	•	184	60.9
Grandfather Academy†	15	48.5	40.0	0	•	0	•	1	•	0	•	0	•	14	35.7
Burke	1,101	52.0	52.9	5	40.0	102	38.2	89	27.0	20	30.0	2	•	883	57.9
Caldwell	858	53.4	61.7	1	•	5	20.0	67	34.3	6	50.0	4	•	775	64.4
Catawba	1,200	53.0	58.4	0	•	55	41.8	85	42.4	29	34.5	2	•	1,027	61.3
Englemann†	15	58.2	80.0	0	•	0	•	0	•	0	•	0	•	15	80.0
Hickory City	187	55.0	65.2	1	•	10	60.0	42	35.7	6	50.0	0	•	128	76.6
Newton-Conover City	195	54.6	68.7	0	•	11	81.8	35	51.4	5	80.0	0	•	144	71.5
Davidson	1,382	54.3	65.9	8	62.5	8	50.0	29	37.9	10	40.0	2	•	1,325	66.9
Lexington City	185	52.2	54.6	0	•	9	55.6	90	41.1	6	33.3	1	•	79	70.9
Thomasville City	154	52.4	50.0	1	•	0	•	68	36.8	7	28.6	0	•	78	64.1
Davie	399	53.6	61.7	0	•	4	•	42	33.3	3	•	0	•	350	65.1
Forsyth	2,836	54.8	65.9	6	50.0	25	72.0	1,011	43.0	36	50.0	14	14.3	1,743	79.9
Lift Academy†	11	45.8	9.1	0	•	0	•	11	9.1	0	•	0	•	0	•
Iredell-Statesville	1,140	53.5	60.1	2	•	16	43.8	257	34.6	19	31.6	4	•	841	69.0
Mooresville City	241	56.2	72.6	0	•	8	75.0	47	36.2	2	•	0	•	184	81.5
Stokes	564	51.3	50.2	4	•	0	•	30	33.3	8	37.5	1	•	521	51.6
Surry	597	53.6	61.0	0	•	0	•	29	34.5	22	27.3	1	•	545	63.9
Elkin City	83	57.8	81.9	0	•	0	•	3	•	1	•	0	•	79	84.8
Mount Airy City	123	54.8	68.3	0	•	5	40.0	13	23.1	2	•	0	•	103	76.7
Watauga	390	56.4	73.6	1	•	2	•	8	75.0	2	•	1	•	376	73.4
Wilkes	755	53.4	60.5	0	•	2	•	47	42.6	11	18.2	1	•	694	62.2
Yadkin	419	53.9	64.4	0	•	0	•	20	60.0	20	60.0	1	•	378	64.8

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 32c. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
English I
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**88,307**	**53.6**	**60.7**	**1,341**	**37.4**	**1,430**	**64.8**	**26,014**	**39.8**	**1,625**	**47.6**	**425**	**58.6**	**57,330**	**71.1**
Southwest Region	**18,726**	**53.3**	**59.1**	**165**	**37.0**	**437**	**62.2**	**5,684**	**35.5**	**313**	**43.5**	**53**	**52.8**	**12,053**	**70.9**
Anson	290	51.1	49.7	0	*	1	*	182	37.9	0	*	0	*	107	69.2
Cabarrus	1,347	54.3	63.3	6	83.3	9	88.9	185	30.3	20	55.0	2	*	1,125	68.5
Kannapolis City	287	52.6	56.1	1	*	4	*	98	38.8	6	50.0	1	*	177	66.1
Cleveland	624	53.8	62.2	1	*	0	*	125	40.8	4	*	1	*	493	68.0
Kings Mountain City	297	51.5	52.2	0	*	9	88.9	89	24.7	2	*	2	*	195	64.1
Shelby City	195	56.1	69.7	0	*	5	80.0	88	54.5	0	*	1	*	101	82.2
Gaston	2,117	52.6	56.1	5	40.0	42	54.8	403	30.0	17	47.1	8	50.0	1,638	62.7
Hoke	480	50.0	47.7	65	27.7	3	*	250	42.8	8	50.0	3	*	148	64.9
Lincoln	787	54.4	67.2	2	*	5	100.0	70	40.0	20	65.0	2	*	688	70.1
Mecklenburg	6,569	53.1	57.4	17	35.3	289	60.2	2,696	32.5	141	44.7	21	42.9	3,396	77.6
Montgomery	318	50.7	50.6	0	*	7	85.7	104	26.9	11	27.3	0	*	196	63.3
Moore	779	54.1	63.5	7	28.6	5	100.0	208	39.9	18	33.3	2	*	539	73.8
Richmond	581	54.1	62.8	4	*	8	100.0	253	49.8	3	*	1	*	312	72.8
Rowan	1,407	53.2	60.1	0	*	17	52.9	295	35.3	28	42.9	3	*	1,060	67.5
Scotland	500	52.0	52.6	50	46.0	3	*	242	40.5	2	*	0	*	203	68.0
Stanly	725	54.6	65.5	3	*	21	42.9	125	52.8	8	25.0	2	*	566	69.8
Union	1,423	54.4	64.4	4	*	9	55.6	271	35.1	25	28.0	4	*	1,109	72.7

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Table 32d. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
English I
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**88,307**	**53.6**	**60.7**	**1,341**	**37.4**	**1,430**	**64.8**	**26,014**	**39.8**	**1,625**	**47.6**	**425**	**58.6**	**57,330**	**71.1**
Northeast Region	**6,409**	**52.2**	**53.1**	**50**	**38.0**	**37**	**78.4**	**3,292**	**37.7**	**49**	**51.0**	**20**	**30.0**	**2,958**	**70.5**
Beaufort	549	51.9	52.6	0	*	4	*	233	37.3	5	20.0	1	*	304	65.1
Bertie	345	48.5	32.5	0	*	0	*	300	30.3	1	*	0	*	44	47.7
Camden	91	51.9	47.3	0	*	1	*	20	20.0	0	*	0	*	70	54.3
Chowan	206	50.1	44.7	0	*	0	*	113	31.0	1	*	0	*	92	60.9
Currituck	235	53.7	60.9	3	*	0	*	23	43.5	2	*	2	*	205	62.9
Dare	356	56.6	75.3	2	*	4	*	18	61.1	6	66.7	3	*	322	77.0
Edgecombe	586	52.3	55.6	0	*	0	*	354	45.8	9	55.6	0	*	223	71.3
Gates	157	49.8	41.4	0	*	0	*	83	30.1	0	*	0	*	74	54.1
Halifax	481	47.0	28.3	37	27.0	0	*	417	28.1	0	*	2	*	25	32.0
Roanoke Rapids City	221	54.6	68.8	4	*	6	83.3	45	42.2	2	*	0	*	164	75.6
Weldon City	102	47.2	26.5	0	*	0	*	92	27.2	1	*	2	*	7	28.6
Hertford	279	50.5	44.8	0	*	0	*	210	38.1	1	*	3	*	65	69.2
Hyde	71	50.6	49.3	0	*	0	*	28	39.3	0	*	0	*	43	55.8
Martin	298	54.2	62.1	1	*	0	*	139	45.3	1	*	1	*	156	77.6
Northampton	239	52.3	55.6	0	*	0	*	195	49.2	1	*	0	*	43	86.0
Pasquotank	481	51.1	48.4	1	*	3	*	231	30.7	3	*	1	*	242	64.0
Perquimans	141	49.8	46.8	0	*	0	*	56	17.9	1	*	2	*	82	65.9
Pitt	1,285	55.6	66.8	2	*	18	88.9	546	49.1	13	53.8	2	*	704	80.3
Right Step Academy†	17	42.5	0.0	0	*	0	*	16	0.0	0	*	1	*	0	*
Tyrrell	57	51.6	50.9	0	*	0	*	28	42.9	0	*	0	*	29	58.6
Washington	212	50.1	41.0	0	*	1	*	145	29.7	2	*	0	*	64	67.2

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 32e. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
English I
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**88,307**	**53.6**	**60.7**	**1,341**	**37.4**	**1,430**	**64.8**	**26,014**	**39.8**	**1,625**	**47.6**	**425**	**58.6**	**57,330**	**71.1**
Southeast Region	**17,152**	**52.8**	**57.6**	**919**	**34.6**	**167**	**71.9**	**6,377**	**42.8**	**437**	**56.5**	**131**	**61.1**	**9,095**	**70.1**
Bladen	497	50.6	46.1	6	50.0	2	*	253	28.9	1	*	1	*	234	64.5
Brunswick	665	52.7	57.3	7	57.1	1	*	160	35.6	6	50.0	0	*	491	64.4
Carteret	655	54.1	63.8	2	*	5	40.0	86	39.5	5	80.0	1	*	555	67.4
Columbus	535	52.3	56.3	36	47.2	0	*	235	43.4	1	*	1	*	262	69.1
Whiteville City	210	54.3	68.1	1	*	0	*	84	56.0	0	*	0	*	125	76.0
Craven	1,091	53.7	63.8	7	71.4	12	66.7	373	44.2	26	53.8	4	*	667	75.4
Cumberland	3,744	53.5	61.3	78	48.7	58	79.3	1,750	50.3	184	64.1	33	72.7	1,637	72.5
Duplin	547	52.2	53.7	0	*	0	*	215	41.9	25	28.0	0	*	307	64.2
Greene	188	53.3	60.1	0	*	0	*	101	48.5	5	60.0	0	*	82	74.4
Jones	145	49.2	40.0	0	*	0	*	82	28.0	0	*	0	*	63	55.6
Lenoir	987	52.5	54.8	3	*	2	*	541	43.8	12	33.3	4	*	423	70.0
New Hanover	1,596	56.1	70.4	8	50.0	13	76.9	396	48.0	11	54.5	4	*	1,164	78.1
Onslow	1,732	53.7	63.4	4	*	43	67.4	411	45.5	64	56.3	38	76.3	1,168	69.7
Pamlico	177	51.7	52.5	1	*	0	*	83	33.7	2	*	0	*	91	69.2
Pender	457	53.9	60.0	1	*	1	*	145	38.6	9	44.4	0	*	300	71.0
Robeson	1,660	49.0	39.5	754	31.3	9	88.9	472	33.9	21	57.1	29	34.5	364	62.4
Sampson	592	49.9	45.1	3	*	0	*	257	31.5	22	36.4	4	*	306	57.2
Clinton City	173	53.4	55.5	8	37.5	1	*	86	32.6	8	62.5	2	*	68	85.3
Wayne	1,501	52.0	53.6	0	*	20	70.0	647	37.9	35	60.0	10	50.0	788	66.0

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 32f . 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
English I
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**88,307**	**53.6**	**60.7**	**1,341**	**37.4**	**1,430**	**64.8**	**26,014**	**39.8**	**1,625**	**47.6**	**425**	**58.6**	**57,330**	**71.1**
Central Region	**25,173**	**54.2**	**63.3**	**94**	**46.8**	**474**	**72.4**	**8,148**	**41.0**	**531**	**44.6**	**167**	**65.3**	**15,676**	**75.2**
Alamance	1,141	53.1	58.6	4	•	12	66.7	230	37.8	33	33.3	5	40.0	857	65.3
Lakeside School†	17	41.6	23.5	0	•	0	•	10	10.0	0	•	0	•	7	42.9
Caswell	277	53.5	60.3	0	•	0	•	135	50.4	4	•	0	•	138	70.3
Chatham	485	53.8	63.1	0	•	3	•	112	44.6	21	28.6	2	•	347	71.2
Durham	1,952	53.6	60.0	10	20.0	35	88.6	1,000	41.6	36	41.7	28	60.7	840	81.8
Franklin	516	51.2	51.0	4	•	0	•	228	34.6	0	•	4	•	276	65.2
Granville	536	53.4	59.7	0	•	2	•	202	43.6	5	20.0	2	•	325	70.2
Guilford	4,212	54.3	63.5	11	54.5	128	53.9	1,554	42.1	57	54.4	37	62.2	2,423	78.0
Harnett	1,100	52.6	57.6	15	33.3	8	87.5	340	39.4	25	24.0	7	57.1	705	67.8
Johnston	1,274	54.4	65.4	4	•	4	•	271	44.6	53	43.4	1	•	941	72.5
Lee	551	53.1	60.6	1	•	3	•	160	36.3	39	38.5	1	•	347	74.6
Nash/Rocky Mount	1,275	52.6	55.1	2	•	13	61.5	648	38.9	21	47.6	6	66.7	579	73.2
Orange	392	55.0	69.6	0	•	1	•	81	49.4	2	•	1	•	306	75.2
Chapel Hill City	621	60.3	84.2	0	•	31	90.3	98	39.8	14	64.3	3	•	473	93.9
School In Community†	2	•	•	0	•	0	•	0	•	0	•	1	•	0	•
Person	441	52.9	54.6	1	•	0	•	160	40.6	6	50.0	0	•	274	62.8
Randolph	1,102	53.1	60.0	3	•	4	•	65	35.4	23	26.1	4	•	1,002	62.6
Asheboro City	270	53.8	61.1	1	•	3	•	56	26.8	22	22.7	1	•	187	75.9
Rockingham	1,030	53.6	60.8	3	•	11	63.6	250	46.4	15	20.0	3	•	747	66.4
Vance	531	50.6	47.5	2	•	2	•	329	38.9	2	•	0	•	196	61.7
Wake	6,248	56.4	72.4	19	73.7	208	80.8	1,535	44.4	134	61.9	60	78.3	4,230	82.3
Bonner Academy†	9	40.1	0.0	0	•	0	•	9	0.0	0	•	0	•	0	•
John H. Baker Jr.†	3	•	•	0	•	0	•	3	•	0	•	0	•	0	•
Warren	256	51.1	47.3	13	30.8	0	•	185	44.3	2	•	1	•	55	63.6
Wilson	932	51.4	48.8	1	•	6	50.0	487	29.8	17	41.2	0	•	421	71.0

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 33a. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**68,341**	**56.3**	**49.6**	**836**	**27.9**	**1,229**	**57.4**	**19,114**	**28.5**	**1,057**	**41.7**	**282**	**55.3**	**45,680**	**58.7**
Western Region	**5,644**	**57.7**	**56.6**	**59**	**42.4**	**44**	**63.6**	**354**	**24.6**	**59**	**40.7**	**14**	**42.9**	**5,107**	**59.1**
Buncombe	1,483	58.8	62.7	3	•	16	68.8	76	32.9	15	60.0	3	•	1,370	64.5
Asheville City	247	58.0	51.8	0	•	3	•	86	11.6	4	•	2	•	152	74.3
Cherokee	236	56.2	49.2	2	•	1	•	6	33.3	2	•	5	20.0	215	50.2
Clay	82	57.1	58.5	0	•	0	•	0	•	0	•	0	•	81	58.0
Graham	68	58.4	63.2	3	•	0	•	0	•	1	•	0	•	64	64.1
Haywood	457	58.0	56.2	2	•	2	•	11	36.4	7	28.6	0	•	435	57.5
Henderson	724	58.1	60.2	1	•	5	60.0	31	41.9	15	13.3	1	•	671	62.0
Jackson	191	54.1	41.9	18	38.9	0	•	1	•	1	•	2	•	169	43.2
Macon	248	58.1	61.7	0	•	2	•	0	•	2	•	0	•	244	61.9
Madison	149	61.0	72.5	0	•	0	•	0	•	2	•	0	•	147	72.1
McDowell	358	56.9	52.8	0	•	8	50.0	17	17.6	1	•	0	•	332	54.8
Mitchell	157	54.6	39.5	1	•	0	•	0	•	0	•	0	•	156	39.7
Polk	114	57.5	58.8	0	•	1	•	7	42.9	2	•	1	•	103	59.2
Rutherford	597	55.5	43.9	0	•	4	•	100	22.0	3	•	0	•	489	48.3
Swain	101	59.0	62.4	27	51.9	0	•	1	•	2	•	0	•	71	67.6
Transylvania	255	59.0	62.0	1	•	1	•	17	23.5	0	•	0	•	236	64.4
Yancey	177	56.2	53.7	1	•	1	•	1	•	2	•	0	•	172	52.9

Notes Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix
Data received from LEAs after October 13, 1998 are not included in this table

Table 33b. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**68,341**	**56.3**	**49.6**	**836**	**27.9**	**1,229**	**57.4**	**19,114**	**28.5**	**1,057**	**41.7**	**282**	**55.3**	**45,680**	**58.7**
Northwest Region	**10,621**	**56.3**	**49.4**	**12**	**66.7**	**202**	**47.5**	**1,515**	**25.3**	**122**	**41.0**	**32**	**56.3**	**8,734**	**53.7**
Alexander	320	54.0	38.4	1	*	6	0.0	27	22.2	0	*	2	*	284	40.8
Alleghany	58	56.6	53.4	0	*	0	*	2	*	0	*	0	*	56	53.6
Ashe	246	56.1	45.5	0	*	0	*	2	*	1	*	0	*	243	46.1
Avery	141	58.7	65.2	0	*	0	*	1	*	1	*	0	*	139	66.2
Grandfather Academy†	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Burke	766	55.9	48.8	0	*	41	56.1	60	26.7	7	28.6	3	*	654	50.6
Caldwell	650	53.7	37.8	0	*	6	50.0	53	18.9	5	40.0	5	40.0	580	39.5
Catawba	915	56.2	49.4	0	*	42	42.9	80	21.3	13	46.2	0	*	780	52.7
Hickory City	107	58.2	61.7	0	*	9	55.6	32	34.4	3	*	0	*	63	79.4
Newton-Conover City	175	56.1	49.1	0	*	11	45.5	29	27.6	4	*	0	*	131	55.0
Davidson	1,110	55.7	46.5	3	*	6	50.0	32	28.1	7	28.6	1	*	1,061	47.0
Lexington City	137	55.0	38.7	0	*	19	15.8	62	25.8	7	42.9	0	*	49	63.3
Thomasville City	106	55.7	41.5	0	*	1	*	59	23.7	3	*	0	*	43	65.1
Davie	273	55.9	48.7	0	*	4	*	32	25.0	2	*	0	*	235	51.9
Forsyth	2,268	57.1	53.7	3	*	26	65.4	702	26.8	35	60.0	14	50.0	1,488	66.1
Lift Academy†	4	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Iredell-Statesville	850	56.1	50.4	2	*	15	53.3	169	23.7	12	25.0	3	*	648	57.6
Mooresville City	207	58.0	56.5	0	*	4	*	41	17.1	0	*	1	*	161	66.5
Stokes	392	54.8	42.3	1	*	0	*	26	7.7	4	*	0	*	361	44.9
Surry	472	55.6	44.3	1	*	2	*	23	17.4	5	0.0	0	*	441	46.0
Elkin City	88	57.0	52.3	0	*	0	*	8	12.5	1	*	1	*	78	56.4
Mount Airy City	108	57.7	55.6	0	*	2	*	8	25.0	2	*	0	*	96	59.4
Watauga	315	60.4	68.9	0	*	4	*	5	40.0	1	*	0	*	305	69.5
Wilkes	601	56.3	48.1	0	*	3	*	39	35.9	4	*	2	*	553	48.6
Yadkin	311	57.4	54.7	1	*	1	*	20	35.0	5	40.0	0	*	284	56.0

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 33c. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**68,341**	**56.3**	**49.6**	**836**	**27.9**	**1,229**	**57.4**	**19,114**	**28.5**	**1,057**	**41.7**	**282**	**55.3**	**45,680**	**58.7**
Southwest Region	**14,694**	**56.0**	**48.0**	**93**	**37.6**	**356**	**50.6**	**4,239**	**26.6**	**210**	**41.4**	**40**	**50.0**	**9,734**	**57.5**
Anson	240	53.8	36.7	1	*	2	*	137	25.5	0	*	0	*	100	51.0
Cabarrus	1,167	55.8	47.6	1	*	5	80.0	137	29.2	17	41.2	2	*	1,005	50.0
Kannapolis City	204	54.8	41.7	0	*	5	20.0	67	16.4	3	*	1	*	128	56.3
Cleveland	451	56.5	49.2	0	*	2	*	106	24.5	2	*	1	*	340	57.1
Kings Mountain City	250	54.1	34.4	0	*	4	*	70	20.0	4	*	3	*	169	39.1
Shelby City	164	57.9	54.9	0	*	2	*	71	26.8	0	*	0	*	91	75.8
Gaston	1,627	56.0	47.4	3	*	35	48.6	288	22.6	10	50.0	10	50.0	1,269	53.0
Hoke	265	54.5	43.8	24	41.7	2	*	164	33.5	3	*	4	*	67	65.7
Lincoln	604	55.5	45.0	1	*	0	*	60	26.7	18	33.3	2	*	523	47.4
Mecklenburg	5,303	56.9	53.4	19	31.6	225	53.3	2,014	30.1	107	38.3	6	33.3	2,928	70.2
Montgomery	235	55.3	43.8	0	*	11	45.5	81	23.5	6	83.3	1	*	135	53.3
Moore	643	56.4	48.7	8	50.0	1	*	198	22.2	6	50.0	0	*	430	60.9
Richmond	393	54.7	36.1	4	*	7	57.1	157	22.9	2	*	1	*	222	45.5
Rowan	1,076	54.1	38.3	1	*	20	35.0	211	16.1	12	25.0	5	20.0	823	44.3
Scotland	417	53.6	35.0	28	35.7	1	*	187	23.5	1	*	1	*	199	45.2
Stanly	594	55.1	44.4	1	*	23	34.8	91	20.9	3	*	1	*	475	49.7
Union	1,061	56.8	52.7	2	*	11	54.5	200	21.5	16	50.0	2	*	830	60.1

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Notes: Data are not reported where number tested is fewer than five.
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Data received from LEAs after October 13, 1998 are not included in this table.

Table 33d. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**68,341**	**56.3**	**49.6**	**836**	**27.9**	**1,229**	**57.4**	**19,114**	**28.5**	**1,057**	**41.7**	**282**	**55.3**	**45,680**	**58.7**
Northeast Region	**5,048**	**54.9**	**42.2**	**27**	**18.5**	**30**	**60.0**	**2,560**	**25.4**	**35**	**34.3**	**14**	**50.0**	**2,382**	**60.4**
Beaufort	449	56.1	48.6	0	*	1	*	172	27.3	8	37.5	0	*	268	62.3
Bertie	219	52.4	30.1	0	*	0	*	163	19.0	0	*	0	*	56	62.5
Camden	85	57.4	54.1	0	*	1	*	22	27.3	0	*	0	*	62	62.9
Chowan	162	55.6	44.4	0	*	0	*	89	31.5	0	*	0	*	73	60.3
Currituck	159	56.2	50.9	2	*	0	*	27	22.2	4	*	0	*	126	57.1
Dare	263	59.6	71.5	0	*	1	*	7	42.9	2	*	1	*	252	71.8
Edgecombe	415	54.4	41.2	1	*	0	*	245	36.3	4	*	0	*	165	49.1
Gates	121	54.4	39.7	0	*	2	*	61	23.0	0	*	0	*	58	56.9
Halifax	354	49.4	15.5	18	5.6	0	*	325	15.1	1	*	0	*	10	40.0
Roanoke Rapids City	177	57.3	53.1	1	*	2	*	31	19.4	3	*	0	*	140	60.7
Weldon City	55	51.5	21.8	1	*	0	*	51	23.5	1	*	0	*	2	*
Hertford	250	49.5	14.4	2	*	1	*	200	12.0	0	*	1	*	46	21.7
Hyde	50	60.1	74.0	0	*	0	*	21	66.7	0	*	0	*	29	79.3
Martin	309	52.7	31.4	0	*	1	*	175	18.9	0	*	2	*	131	48.1
Northampton	196	56.4	53.1	0	*	0	*	158	48.7	0	*	1	*	37	70.3
Pasquotank	324	52.5	31.8	0	*	4	*	150	18.0	1	*	1	*	168	44.0
Perquimans	110	55.8	45.5	1	*	0	*	38	31.6	1	*	2	*	68	52.9
Pitt	1,075	57.4	52.3	1	*	17	58.8	443	30.7	9	33.3	5	40.0	600	68.5
Right Step Academy†	19	42.8	0.0	0	*	0	*	19	0.0	0	*	0	*	0	*
Tyrrell	85	54.0	35.3	0	*	0	*	44	20.5	1	*	0	*	40	52.5
Washington	171	53.3	35.7	0	*	0	*	119	23.5	0	*	1	*	51	64.7

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 13, 1998 are not included in this table.

Table 33e. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**68,341**	**56.3**	**49.6**	**836**	**27.9**	**1,229**	**57.4**	**19,114**	**28.5**	**1,057**	**41.7**	**282**	**55.3**	**45,680**	**58.7**
Southeast Region	**12,877**	**55.2**	**44.2**	**579**	**23.8**	**150**	**57.3**	**4,707**	**28.9**	**320**	**42.2**	**73**	**50.7**	**7,020**	**55.9**
Bladen	365	54.3	44.4	1	*	1	*	166	34.3	1	*	4	*	187	54.5
Brunswick	530	55.2	43.0	2	*	3	*	144	20.8	5	40.0	0	*	376	51.3
Carteret	545	56.0	45.3	2	*	1	*	66	25.8	4	*	0	*	470	48.7
Columbus	422	53.9	40.0	25	52.0	0	*	191	27.2	0	*	0	*	206	50.5
Whiteville City	152	54.5	41.4	0	*	3	*	51	27.5	0	*	0	*	98	49.0
Craven	875	55.1	42.5	0	*	9	66.7	332	23.2	17	35.3	3	*	514	54.5
Cumberland	2,693	56.1	49.9	39	51.3	58	65.5	1,238	37.2	159	45.9	23	73.9	1,171	62.6
Duplin	452	54.9	43.8	0	*	0	*	165	24.8	15	40.0	0	*	272	55.5
Greene	158	54.0	33.5	0	*	0	*	79	21.5	3	*	0	*	76	44.7
Jones	99	51.9	27.3	0	*	0	*	65	15.4	0	*	1	*	33	51.5
Lenoir	600	54.9	39.2	0	*	4	*	309	27.2	9	22.2	0	*	277	52.3
New Hanover	1,244	58.0	59.6	4	*	17	64.7	298	31.9	9	33.3	3	*	908	69.1
Onslow	1,289	55.8	46.7	2	*	27	70.4	321	29.3	52	42.3	13	46.2	873	52.8
Pamlico	124	55.5	43.5	0	*	1	*	41	29.3	1	*	0	*	81	51.9
Pender	362	55.8	45.0	0	*	3	*	132	22.7	7	42.9	1	*	219	58.4
Robeson	1,167	52.0	25.7	489	20.9	7	28.6	355	21.1	7	14.3	18	27.8	283	40.3
Sampson	434	53.0	36.2	3	*	0	*	168	18.5	12	41.7	0	*	251	48.2
Clinton City	178	55.1	41.0	10	20.0	1	*	87	32.2	1	*	3	*	75	56.0
Wayne	1,188	54.5	42.0	2	*	15	13.3	499	27.1	18	50.0	4	*	650	54.2

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Table 33f. 1997-98 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**68,341**	**56.3**	**49.6**	**836**	**27.9**	**1,229**	**57.4**	**19,114**	**28.5**	**1,057**	**41.7**	**282**	**55.3**	**45,680**	**58.7**
Central Region	**19,457**	**57.2**	**54.3**	**66**	**33.3**	**447**	**66.7**	**5,739**	**32.0**	**311**	**42.8**	**109**	**62.4**	**12,703**	**64.2**
Alamance	850	55.8	47.9	0	*	6	83.3	162	24.1	11	45.5	0	*	670	53.3
Lakeside†	12	44.8	16.7	0	*	0	*	9	0.0	0	*	0	*	3	*
Caswell	179	52.2	26.3	0	*	0	*	87	20.7	0	*	1	*	91	31.9
Chatham	358	54.1	43.0	1	*	3	*	100	25.0	10	30.0	2	*	242	50.8
Durham	1,498	56.9	51.3	8	50.0	48	70.8	707	32.0	22	45.5	11	63.6	701	69.6
Franklin	445	53.1	34.4	0	*	2	*	171	18.1	2	*	1	*	266	44.4
Granville	416	56.7	50.5	0	*	1	*	155	37.4	4	*	1	*	255	57.6
Guilford	3,354	58.0	58.5	15	33.3	109	55.0	1,081	39.1	51	43.1	25	60.0	2,073	69.3
Harnett	730	55.0	42.5	9	11.1	4	*	191	22.5	20	40.0	9	44.4	497	50.7
Johnston	959	55.7	45.4	2	*	11	63.6	208	26.4	30	20.0	4	*	704	51.8
Lee	426	57.0	54.5	1	*	6	66.7	114	31.6	13	61.5	1	*	291	62.9
Nash/Rocky Mount	1,058	54.5	40.6	2	*	11	54.5	535	25.2	16	25.0	6	50.0	480	58.1
Orange	325	61.5	76.6	0	*	2	*	79	59.5	5	80.0	4	*	235	83.0
Chapel Hill City	615	62.0	78.9	0	*	48	79.2	89	29.2	8	62.5	1	*	466	88.8
School In Community†	4	*	*	0	*	0	*	0	*	0	*	0	*	4	*
Person	343	54.9	42.3	3	*	3	*	104	29.8	4	*	1	*	228	49.1
Randolph	818	55.9	46.8	2	*	4	*	50	34.0	13	23.1	0	*	749	48.1
Asheboro City	226	56.9	50.4	1	*	7	42.9	40	30.0	11	36.4	1	*	166	56.6
Rockingham	783	55.3	45.8	1	*	8	37.5	187	30.5	8	25.0	1	*	577	51.1
Vance	307	53.2	34.5	0	*	2	*	190	24.7	2	*	2	*	111	48.6
Wake	4,872	59.7	67.0	6	33.3	164	72.6	1,028	38.9	73	50.7	36	83.3	3,501	75.3
Bonner Academy†	32	45.0	6.3	0	*	0	*	28	7.1	0	*	0	*	3	*
John H. Baker Jr.†	2	*	*	0	*	0	*	2	*	0	*	0	*	0	*
Warren	197	53.0	33.5	12	33.3	0	*	142	25.4	0	*	0	*	43	60.5
Wilson	648	55.1	42.1	3	*	8	75.0	280	25.0	8	62.5	2	*	347	54.5

Notes: Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
† Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 13, 1998 are not included in this table.

Descriptions and Sample Questions

for the

North Carolina End-of-Course Tests

Algebra I

Biology

Economic, Legal, and Political Systems (ELP)

English I

U.S. History

North Carolina End-of-Course Tests
Algebra I (revised 1994)

What is the Algebra I test like?

The revised Algebra I test assesses the Algebra I curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Algebra I curriculum along three broad topics:

- basic operations, equations, and inequalities (goals 1, 2, and 3);
- functions and graphing (goals 4, 5, and 6); and
- polynomials and nonlinear equations (goals 7, 8, and 9).

The test is divided into two parts: calculator and non-calculator. For the calculator part students are expected to have access to a graphing calculator. The basic difference between the two parts of the test is the emphasis on problem solving in the calculator part (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing).

Table 1. Descriptive Information for the North Carolina Test of Algebra I

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will use the language of algebra.	70%	5%
2	The learner will perform operations with real numbers.	48%	12%
3	The learner will solve equations and inequalities with one variable.	54%	16%
4	The learner will demonstrate an elementary understanding of relations and functions.	48%	12%
5	The learner will graph and use linear equations and inequalities.	39%	14%
6	The learner will graph and solve systems of linear equations and inequalities.	37%	9%
7	The learner will perform operations with polynomials.	50%	14%
8	The learner will work with ratios, proportions, and percents.	41%	5%
9	The learner will explore, graph, and interpret nonlinear equations.	27%	14%

* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1993.

How is the test administered?

The end-of-course Algebra I test consists of 81 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1986 to 1993 focused on the assessment of procedures, this revision of the test examines whether a student can apply the algebraic knowledge and skills they have learned to solve everyday problems.

How was the test developed?

The questions on the Algebra I end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1992-93 school year. The questions were field tested in May of 1993. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Algebra I test was implemented statewide for the first time in the spring of 1994.

What kinds of scores do students receive on the test?

Results of the Algebra I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 55.1 and a standard deviation of 9.1 (in 1994). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised Algebra I test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1993 field tests and from the student scores on the 1994 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Algebra I

Level	Description	Percent of Students (93)	Range of Scores (94)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	13%	23–44
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	33%	45–54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	40%	55–65
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	13%	66–87

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Objective 3.3 (p = 0.74)

20. **Which pair of equality properties would be used to solve 3x - 5 = 7?**

A subtraction by 7 and multiplication by 3

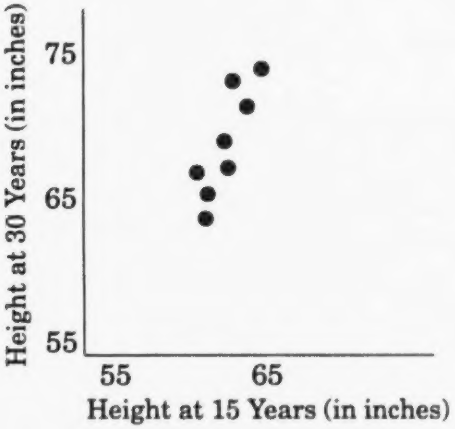
B multiplication by $\frac{1}{3}$ and addition by 7

C division by 5 and subtraction by 7

D addition by 5 and division by 3

Objective 5.9 (p = 0.32)

53. **What equation would *best* represent the data on the graph?**



A $y = x$

B $y = 2x$

C $y = {}^{-}3x$

D $y = \frac{1}{2}x$

Objective 5.10 (p = 0.55)

51. **The table of data represents the circumference of four people's thumbs and wrists. What would you predict to be an estimate for Bill's thumb?**

	thumb	wrist
Betty	4.5 cm	10.5 cm
Jane	6 cm	16 cm
Joe	7 cm	19 cm
Bill	?	23.5 cm

A 7 cm

B 7.5 cm

C 8 cm

D 8.5 cm

Objective 8.3 (p = 0.31)

77. **If a 16-meter tree casts a 7.5-meter shadow, how tall is a building that casts a 24-meter shadow at the same time of day?**

A 11.2 m

B 50 m

C 51.2 m

D 512 m

Objective 9.6 (p = 0.25)

82. **What is the smallest y-value of the graph of $y = x^2 - 3$?**

A 3

B 1

C 0

D $^-3$

Objective 9.9 (p = 0.14)

86. **Bill cut two inches from one side of a square and three inches from another. If the area decreased by 50%, what was the approximate length of the original square?**

A 5.5"

B 6.5"

C 7.5"

D 8.5"

Objective 9.10 (p = 0.31)

87. **The frequencies (cycles per second) of the sound of A's on a piano increase in an exponential fashion as you move up the keyboard. Which of the following are frequencies of key A?**

A 55, 110, 440, 3520, 56320

B 55, 110, 220, 440, 880

C 55, 110, 165, 220, 275

D 55, 105, 155, 205, 255

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North Carolina End-of-Course Tests
Biology (revised 1995)

What is the Biology test like?

The revised Biology test assesses the Biology curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Biology curriculum (except Goal 4). On the test, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Biology test is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goals 6 through 8) of the Biology *Standard Course of Study* describe the knowledge that is to be taught in all Biology classes and determine the content of the items on the tests. The skills goals—nature of science (goal 1—5% of the items), process skills (goal 2—*at least* 50% of the items), manipulative skills (goal 3—5% of the items), societal and environmental issues (goal 5—5% of the items), and conceptual knowledge (*at most* 35% of the items)—are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Biology test. Periodically, students and teachers are surveyed concerning their attitudes towards Biology and science in general and the activities conducted during Biology instruction.

Table 1. Descriptive Information for the North Carolina Test of Biology

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
6	The learner will understand the chemical and physical basis of life.	46%	30%
7	The learner will have an understanding of the continuity of life.	41%	40%
8	The learner will have an understanding of ecology.	39%	30%
1	The learner will develop an understanding of the nature of science.	48%	5%
2	The learner will develop the ability to use science process skills.	44%	50%
3	The learner will develop the ability to use science manipulative skills.	45%	5%
5	The learner will have an understanding of the relevance of current topics in biology.	45%	5%
CK	The learner will understand the fundamental concepts, principles, and facts of science.	42%	35%

* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1994.

How is the test administered?

The end-of-course Biology test consists of 95 multiple-choice questions administered during a 110-minute block within the last 10 days of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1987 to 1994 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

How was the test developed?

The questions on the Biology test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Biology test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

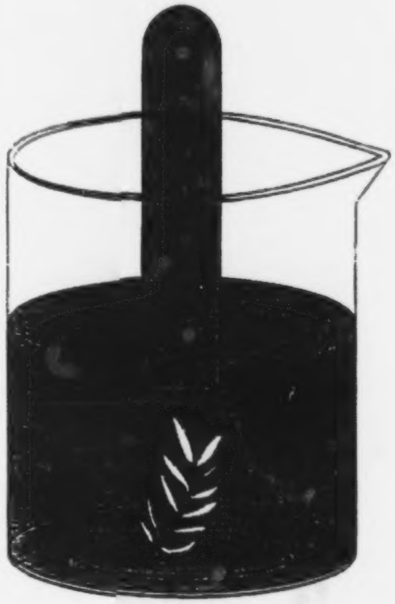
Results of the Biology test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 25 to 88 with a mean of 55.5 and a standard deviation of 8.6 (in 1995). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the Biology test statewide in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the May 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Biology

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	17%	25–46
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	31%	47–54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	36%	55–64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	15%	65–88

Use this information to answer questions 1 and 2.

In the drawing below, an *Elodea* plant is placed in the bottom of a beaker that is half filled with water. A funnel is placed over the plant. A test tube filled with water is inverted and placed on top of the funnel. The beaker is placed in direct sunlight. The purpose of the experiment is to determine the rate of photosynthesis in the *Elodea* plant.



1. How could this experiment show that photosynthesis is taking place?

   A The *Elodea* will turn green.

   B Chlorophyll will dissolve in the water.

   C Bubbles will appear in the test tube.

   D New leaves will grow on the *Elodea*.

2. If you were to set up a control for this experiment, what would be the ***best*** setup?

   A the same setup but no water

   B the same setup but no plant

   C the same setup but a larger plant

   D the same setup but no plant and no direct sunlight

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3. Which of the following relationships is ***most*** similar to perspiration : pores?

   A epidermis : stomata

   B circulation : parenchyma

   C digestion : chlorophyll

   D transpiration : stomata

4. The code for all living things is carried in what chemical?

   A gibberellic acid

   B deoxyribonucleic acid

   C indoleacetic acid

   D naphthaleneacetic acid

5. A farmer has been losing his chickens and finding blood and feathers in the chicken yard. He also notices tracks which appear to be those of a fox. He proceeds to kill all of the foxes on the farm. Which of the following is a probable result?

   A The owl population on his farm will decrease.

   B The hawk population on his farm will decrease.

   C The rabbit population on his farm will increase.

   D The fox population should have no effect on any other animals on his farm.

6. In 1989, an oil spill occurred in Alaska's Prince William Sound. Government scientists estimated that 200,000 birds called murres were killed. Recently, another group of scientists reported that the 1991 population of murres was the same as it had historically been. What does this indicate about the nature of science?

   A Different groups of scientists should not study the same problem.

   B It is inappropriate to apply simple theories to complex situations.

   C Scientists should count all, rather than sample part of a population.

   D Scientific knowledge should be regarded as being tentative.

7. Soil bacteria serve what function in the nitrogen cycle?

   A store nitrogen nodules underground

   B attach nitrogen to soil particles

   C release nitrogen from the ground to the air

   D convert nitrogen to a water soluble form

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North Carolina End-of-Course Tests
Economic, Legal, and Political Systems (revised 1996)

What are the ELP tests like?

The revised ELP test assess the Economic, Legal, and Political Systems curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire ELP curriculum (10 goals and associated objectives). The questions on the tests are equally distributed across the goals with the exception of goal 10 which has half as many questions on the tests as the other goals.

On the tests students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Some questions ask the students to analyze primary and secondary source documents, charts and graphs, and political cartoons.

Table 1. Descriptive Information for the North Carolina Test of ELP

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will investigate issues and problems confronting the American economic, legal and political systems.	57%	10%
2	The learner will explain rights and analyze the obligations of responsible citizenship.	55%	11%
3	The learner will investigate how and why individuals and groups make economic choices.	55%	10%
4	The learner will analyze features of the economic system of the United States.	54%	11%
5	The learner will analyze factors influencing the United States economy.	49%	11%
6	The learner will explain the function and importance of the North Carolina and United States Constitutions.	45%	11%
7	The learner will explain the structure and functions of local, state, and national governments and understand their relationship.	43%	10%
8	The learner will explain why laws are needed and how they are enacted, implemented and enforced.	51%	11%
9	The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.	45%	10%
10	The learner will evaluate the influence of ethical and moral principles and religious beliefs on the	47%	5%

*The average percent of students that responded correctly across all items assessing the goal/objective.

How does the revised ELP test compare with the one administered in the past?

Whereas a large portion of the original ELP test (administered from 1990 to 1996) focused on knowledge of facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be responsible and effective citizens in an interdependent world. Students are expected to gain a practical understanding of those systems that affect their lives as consumers and young adult citizens.

How is the test administered?

The ELP end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 15,000 students from randomly selected schools across the state. The revised ELP test was implemented statewide for the first time in the summer of 1996.

What kinds of scores will students receive on the test?

Results of the ELP test are reported as scale scores, percentiles, and achievement levels. The scale scores range from about 21 to 87 with a mean of 53.8 (in 1996-97) and a standard deviation of 10. The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the ELP test during the 1996-97 school year. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of ELP

Level	Description	Percent of Students (95)	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	14%	21–42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	27%	43–51
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	36%	52–60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	23%	61–87

Obj 1.1 Describe examples of recurring public problems and issues. (p = .59)

1. All of the following are significant reasons for the relocation of high-technology industries to North Carolina *except* which one?

A cheap labor and weak unionization

B availability of inexpensive land

C local abundance of raw materials

D low local and state taxes

Obj 3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity. (p = .59)

2. For which reason would a legislator from North Carolina be ***most likely*** to argue against a proposed tax on tobacco?

A North Carolinians are traditionally opposed to "sin" taxes.

B The tax could mean smaller returns on investment for tobacco producers in North Carolina.

C The tax could mean that fewer low-income people in North Carolina could afford tobacco products.

D North Carolinians are proud of the contributions made by tobacco throughout the state's history.

Obj 4.4 Demonstrate how supply, demand and competition affect prices and the availability of goods and services. (p = .52)

3. Which of the following events will increase the demand for compact cars?

A An oil shortage pushes up the cost of gasoline.

B Slow sales cause General Motors to cut luxury car prices.

C More thefts lead to higher automobile insurance premiums.

D Concern for the environment leads to an increase in carpooling.

Obj 5.2 Make inferences regarding the impact of government regulation on specific economic activities. (p = .53)

4. Of the following, which ***best*** explains why consumer protection is more necessary today than it was during the early 20th century?

A Today there are many more manufacturers marketing via the mass media than there were in the early 20th century.

B Consumers were much more tolerant of defective and unsafe products in the early 20th century than they are today.

C There are many more products available today, and they are much more complex, than in the early 20th century.

D The country had other concerns in the early 20th century that were much more important than defective products.

Obj 5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy. (p = .45)

5. In 1790, Alexander Hamilton, the first Secretary of the Treasury, felt that the finances of the new Republic were in a state of chaos. He thought that the best way to introduce "order into our finances" would be to have the powerful and wealthy invest in the country, while letting the common people fend for themselves.

Based on Hamilton's views in the 1790s, which current trend would ***most*** disturb him?

A the government's refusal to benefit the farmers by placing high tariffs on agricultural products

B decreased lending by the government to entrepreneurs for small businesses

C increased spending by the government to provide services for the poor

D the government's ability to develop a fair and equitable tax plan for the benefit of all citizens

Obj 6.2 Identify principles found in the United States Constitution which were stated in the Declaration of Independence and explored in the Federalist Papers. (p = .18)

6. Which is an informal provision of the Constitution of the United States?

A popular sovereignty

B primaries

C checks and balances

D none of the above

Obj 7.2 Describe services provided by selected government agencies and how they are funded. (p = .44)

7. All of the following are ways of raising money for the federal government ***except*** which one?

A taxes

B fines

C borrowing

D lotteries

North Carolina End-of-Course Tests
English I (revised 1995)

What is the English I test like?

The revised end-of-course English I test assesses the revised English Language Arts curriculum of the North Carolina *Standard Course of Study.* The test assesses three of the strands of the curriculum (reading, writing, and viewing) in two parts—editing and textual analysis. The test assesses a student's ability to use strategies which enhance reading comprehension (goal 1); acquire, interpret, and apply information (goal 2); and read for critical analysis and interpretation (goal 3). Goal 4, personal response, is not assessed with multiple-choice items—this goal is better assessed with an open-ended format.

Part 1 of the test focuses on editing and revising for English conventions. This part of the test is presented as a "peer editing" task (students are told that the passages represent drafts of actual student essays); students are asked to edit the draft essays for sentence formation, usage, mechanics, and spelling. The proportion of items in each of the four areas parallels the weighting formula for the English II Essay Test (40% sentence formation, 30% usage, 20% mechanics, and 10% spelling). Words or phrases that may or may not contain an error are underlined and students are asked to choose from three possible corrections or "Make no change."

Part 2 of the test focuses on textual analysis. On this part of the test, students are asked to read four to five passages representing various genres, including literary, information, and practical passages. Some of the passages may be visual "texts" such as political cartoons, maps, works of art, or advertisements. The students are then asked to answer questions in which they must analyze the text using literary terms and elements. Some items also assess a student's ability to read and comprehend written material that is appropriate in terms of difficulty and content.

Table 1. Descriptive Information for the North Carolina Test of English I.

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool*
1	The learner will use strategies and processes that enhance control of communication skills development.	55%
2	The learner will use language for the acquisition, interpretation, and application of information.	46%
	2.1 The learner will identify, collect, or select information and ideas.	53%
	2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	47%
	2.3 The learner will apply, extend, and expand on information and concepts.	44%
3	The learner will use language for critical analysis and evaluation.	47%
Part 1	Editing	57%
Part 2	Textual Analysis	47%

* The average percent of students that responded correctly across all items assessing the goal/objective.

How is the test administered?

The English 1 test consists of 72 multiple-choice questions (30 editing questions and 42 textual analysis questions) administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The passages for the English I test were chosen to reflect the variety of reading done by students in and out of the classroom. The passages tend to be longer and more complete (compared to those typically found on standardized achievement tests) and have a high interest level for students. The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 8,000 students from randomly selected schools across the state. The revised English I test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

Results of the English I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 22 to 85 with a mean of 53.1 and a standard deviation of 8.9 (in 1995). Scale scores are also being used to report individual and group scores on the goals and parts of the test. The use of scale scores makes interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised test statewide in 1995. Achievement levels (descriptors of performance) were established from teacher judgments during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the revised North Carolina Test of English I.

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	13.4%	22–42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject are and are minimally prepared to be successful at a more advanced level in the content area.	32.3%	43–51
III	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	35.4%	52–60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area..	18.9%	61–85

Use this passage to answer Items 1 through 8 on the next page.

In the novel *Night*, by Elie Wiesel, the author shows how the atmosphere of the outside world affects the inner feelings and attitudes of those who endure suffering. Thorough ① his words, the author paints a graphic picture of how his living during the massacre of the Jews affected his faith and his will to survive in a time of endless death.

The author lives in a hateful world of merciless killings; ② the ③ horror tests his faith, not only in himself but also in the God he has worshipped. For long periods during his life, he being taught ④ that his God was omnipotent, quick to forgive, and ready to protect those who believed ⑤. He has never questioned God's powers. Until ⑥ he sees an innocent child hung on the gallows, his father beaten, the massive burial of people who have been tortured and killed.

While living in an environment that is really a cemetery, Elie faces the question of mortality. However, with all hope lost; and ⑦ his faith crumbling around him, he forces himself to live. Despite everything, he presses on, hoping no one will ever forget the horrors of the Holocaust and pray ⑧ that this terrible chapter in human history will never happen again.

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For each underlined item in the passage, choose the correction to be made or "Make no change" if there is no correction.

1. A Through
B Threw
C Thru
D Make no change.

2. A one
B him
C you
D Make no change.

3. A killings; The
B killings, the
C killings. The
D Make no change.

4. A him being taught
B he was taught
C he having been taught
D Make no change.

5. A beleived
B believied
C beliefed
D Make no change.

6. A powers until
B powers: until
C powers; until
D Make no change.

7. A lost, and
B lost and
C lost: and
D Make no change.

8. A to pray
B praying
C is praying
D Make no change.

When I Heard the Learn'd Astronomer

by Walt Whitman

Walt Whitman, who has been called the father of modern poetry, worked as a printer, teacher, and editor before deciding to write full-time. Read the following poem by Walt Whitman and answer the questions.

When I heard the learned astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide, and measure them,
When I sitting heard the astronomer where he lectured with much applause in
the lecture-room,
How soon unaccountable I became tired and sick,
Till rising and gliding out I wander'd off by myself,
In the mystical moist night-air, and from time to time,
Look'd up in perfect silence at the stars.

From *Leaves of Grass* by Walt Whitman. Public Domain.

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76. This poem is ***best*** classified as which of the following?

A a sonnet

B epic poetry

C lyric poetry

D a ballad

77. Who is the speaker in this poem?

A the astronomer

B a student

C a teacher

D the principal

78. Which quotation ***best*** relates to the theme of this poem?

A "You can only form the minds of reasoning animals upon Facts;" *(Passage 1)*

B "Does it all add up on the plus side of the ledger?" *(Passage 2)*

C ". . .the principal of Victory School and my eighth grade teacher was special. He liked, really liked every one of us." *(Passage 3)*

D "I did not see that he was also teaching us that education does not come only from between the covers of books, but from the worlds outside the classroom door." *(Passage 3)*

North Carolina End-of-Course Tests
US History (revised 1995)

What is the US History test like?

The US History test assesses the US History curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire US History curriculum (12 goals and associated objectives). The questions on the test are distributed as follows: 40% of the questions assess knowledge of the foundation of the United States to the Civil War and Reconstruction and 60% of the questions assess knowledge of post-Reconstruction to the present.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

Table 1. Descriptive Information for the North Carolina Test of US History

Goal	Description	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will analyze those elements in the American colonial experience that led to separation from England.	44%	6%
2	The learner will apply ideas of self-government as expressed in America's founding documents.	48%	9%
3	The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815).	40%	9%
4	The learner will assess the competing forces of nationalism and sectionalism in the period 1815-1850.	40%	9%
5	The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.	43%	6%
6	The learner will interpret economic, social and political trends of the late 19th and early 20th centuries.	40%	9%
7	The learner will analyze the causes and effects of US involvement in international affairs.	39%	8%
8	The learner will appraise the economic, social, and political changes of the decades of the '20s and '30s.	40%	9%
9	The learner will analyze and evaluate the significance of causes, events, and effects of the WWII Era.	37%	8%
10	The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.	40%	9%
11	The learner will analyze changes in American political life in the last half century.	37%	9%
12	The learner will evaluate the conduct of United States foreign policy over the last half century.	36%	9%

* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1994.

How is the test administered?

The US History end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

Whereas a large portion of the original US History test administered from 1988 to 1994 focused on knowledge of historical facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be considered literate.

How was the test developed?

The questions on the US History end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The US History test was implemented statewide for the first time in spring 1995.

What kinds of scores do students receive on the test?

On the US History test, students receive scale scores, percentiles, and achievement levels. The scale scores range from 27 to 88 with a mean of 56.2 and a standard deviation of 8.3 (in 1995). The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the US History test in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of US History

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	17%	27–47
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	34%	48–56
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	34%	57–64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	15%	65–88

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Objective 3.2 Judge the extent to which the Institutions of the new nation protected the liberties of all its inhabitants.

The first letter below is from Abigail Adams to her husband, John Adams, while he was a delegate to the Second Continental Congress. The second letter is his reply Use the letters to answer questions 1 through 3.

"I long to hear you have declared independency—And by the way, in the new codes of law which I suppose you will make, I desire you would remember the ladies and be more gracious and favorable to them than your ancestors. Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to [stir up] a rebellion and will not regard ourselves as bound by any laws which we have no voice or representation."

—Abigail Adams

"We have been told that our struggle has loosened the bands of government everywhere...that Indians slighted their guardians and Negroes grow insolent to their masters. But your letter was the first hint that another tribe, more numerous and powerful than all the rest, had grown discontented.

Depend up on it, we know better than to repeal our masculine systems. You know they are little more than theory...in practice, we are subjects. We have only the title of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight."

—John Adams

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1. Which social condition was the ***main*** factor prompting Abigail Adams' request?

   A Political power in the colonies was limited to those who owned property.

   B Colonial women received unequal treatment under existing colonial laws.

   C Men traditionally held the position of heads of households in colonial society.

   D Race and class were conditions of citizenship in colonial society.

2. Of which historical movement would Abigail Adams ***best*** be considered a forerunner?

   A the abolition movement

   B the Civil Rights movement

   C the temperature movement

   D the suffrage movement

3. With which of the following quotations would John Adams ***most likely*** agree?

   A Every one of us should be ashamed to be free while his brother is a slave. (Frederick Douglass)

   B There is no true liberty for the individual except as he finds it in the liberty of all. (Edwin Markham)

   C There is a natural aristocracy among men. The grounds of this are virtue and talent. (Thomas Jefferson)

   D There will never be complete equality until women themselves help to make laws and elect lawmakers. (Susan B. Anthony)

Obj 5.5 Analyze long-term and immediate causes of the war and asses the extent to which slavery was the priimary cause of the conflict. (p = .41)

4. Frederick Douglass first said, "Slave-holders know that the day of their power is over when a Republican President is elected." Later, he said slavery would "be as safe and safer with Lincoln than with a Democrat." Douglass' change of mind is best explained by which of the following?

A Republican leaders promised not to interfere with existing slavery.

B Republicans planned to enforce the Fugitive Slave Law.

C Republicans pledged to put down slave rebellions.

D Republican leaders refused to accept the right of slave states to secede.

Obj 6.5 Evaluate the effects of racial segregation on various regions and segments of American society. (p = .30)

5. Which of the following is an example of *de facto* racial segregation?

A "Whites Only" signs in restaurants

B housing patterns in large cities

C separate white and black school systems

D public water fountains labeled "colored" and "white"

Obj 9.1 Investigate reasons for the expansion of totalitarian governments during the period. (p = .40)

6. How did tariffs contribute to the rise of totalitarian dictatorships?

A [illegible] allowed [illegible] to sell weapons to any country.

B Tariffs disrupted trade and contributed to world economic depression.

C The United States demanded immediate payment of European war debts.

D Foreign-owned businesses in the United States were confiscated by the federal government.

Obj 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand. (p = .46)

7. *"It is time to check and reverse the growth o government which shows signs of having grown beyond the consent of the governed."*

—Ronald Reagan, Inaugural Address, 1981

According to this quotation, President Reag believed which of the following?

A The federal government had lost control of the citizens it was created to serve.

B The federal government had expanded its role too far into the lives of individual citizens.

C The state governments had taken too much legislative authority from the federal government.

D The state governments were not equipped to deal with the problems of the modern age.

Appendix

List of Charter Schools

Arapahoe Charter School
Bonner Academy
Bridges
Bright Horizons Charter Academy
Carter G. Woodson School of Challenge
Rocky Mount Charter Public School
Chatham Charter School
The Children's Village Academy
Communities in Schools Academy (CIS)
The Community Charter School
The Downtown Middle School
Durham Community Charter
Englemann School of the Arts and Sciences
Exploris Middle School
Francine Delaney New School for Children
Grandfather Academy
Healthy Start Academy Charter Elementary
Highland Kindergarten
John H. Baker, Jr. High School
Lakeside School
Lift Academy
Magellan Charter School
Nguzo Saba Charter School
Orange County Charter School
Quality Education Academy
Right Step Academy
Sallie B. Howard School
School in the Community
School of Mathematics, Arts, Sciences, and Technology
Sterling Montessori Academy
Summit Charter School
The Learning Center
United Children Ability Nook (UCAN)
Village Charter School